

# SIERRA EDUCATIONAL NEWS

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## THE TRAIL IS CALLING

Far away from strife of cities and the voice of mart  
and traffic, In a land that only nature's children know,  
We may build our evening campfire; we may sleep beneath  
the starlight; And there's health in every breath the four  
winds blow.

Lying on a bed of balsam whose sweet scent has made us  
drowsy, While we watch the glowing embers as they die,  
We are glad there's all around us, in the gloom of gather-  
ing darkness, Only God's own living wilderness—and sky.

We can hear the big buck crashing through the thickets  
to the water; We can hear the splash of fishes as they break;  
We can hear the night birds twitter and the owls far in  
the forest, And the lone loon flying swift across the lake.



True the trail was hard to follow, and our feet were very  
weary, And our shoulders ached beneath the heavy pack, True  
we would have had no supper if we had not caught  
and cooked it, Yet we wish that we were never going  
back.

And we long to travel onward over mountain, stream  
and valley Learning ever something new of woodland lore,  
With the fresh wind in our faces and the sun and stars to  
guide us, For the trails are calling to us, Come, explore!

SARA B. MAINS





# EDITORIAL



A RECENT action of the California State Board of Education cannot be passed over without serious reflection and comment. Four members of the Board refused to ratify the nomination, made by State Superintendent

## THE COOPER CASE

Wood, for the Presidency of the San Jose State Teachers' College. The San Jose

institution has been without a president since the death of Dr. E. R. Snyder. Recently Mr. Wood nominated for the position one who is fully qualified in all respects to head this outstanding teacher-training college—William John Cooper, Superintendent of the Schools of Fresno.

This nomination was turned down by the four members of the State Board who are serving as appointees of the present Governor. The reason which they gave for their action is the fact that Mr. Cooper, two years ago, did not agree with the Governor's budget. In common with 600 school people, the educational leaders of the California public schools, at the annual convention of City and County School Superintendents, Mr. Cooper supported resolutions, (which were unanimously carried), condemning the Governor's alleged economy program that did violence to the best interests of the children of the State.

The resolution stated among other things that:

"We affirm that 1923 will stand conspicuous in the annals of California for an unwarranted assault made upon the educational and humanitarian functions of the state by the reactionary forces of society, and

for the single purpose of enabling favored classes of property to evade just and equitable taxation for the support of these functions of the state."

THE Santa Barbara Daily News, edited by a member of the State Board of Education and an appointee of the present Governor, said editorially in his paper on April 6:

"Mr. Cooper was an attendant at the state superintendents' convention that occurred at Riverside in the fall of 1923, and participated in the resolutions that were passed by that remarkable body of men. These resolutions in one breath praised the superintendent of schools and warm'y denounced the governor for the budget that had already become a law of the state.

"Mr. Cooper had an undoubted right to favor or disprove the budget in the making, but after the budget was made he had no right nor had the superintendents that participated in the Riverside meeting a right to use their presence at the meeting at the expense of the state, in denouncing a budget that was a law of the state. It was their duty, as it was the duty of every other official connected with the state, to take the moneys provided by the budget for their use and make the best possible use of these moneys.

"The Board could but suppose from Mr. Cooper's action at Riverside that if he were elected president of the State Teachers' College, San Jose, the experiences of Riverside would be repeated, and if he was dissatisfied by any budget prepared by a governor, he would have exhibited his satisfaction in the same manner as he did at Riverside, in his position at San Jose. \* \* \* If there has been any politics played in Sacramento it has not been in the meetings of the board of education but in other places."

THE Chico Enterprise is edited by another member of the State Board of Education, likewise appointed by the present Governor. In the April 9th issue of that paper there is editorial comment upon the pronouncement in the Santa Barbara paper. The Enterprise then goes on to say regarding the meeting at Riverside, where the resolutions referred to were passed:

"This was the occasion when a shameful resolution was adopted which condemned Governor Richardson for doing his duty and fulfilling his pre-election pledges in preparing an economical budget and, in the same breath, extolled the state superintendent of schools for his fight against the governor's budget. It is true that the state board did take this disgusting political performance of the superintendents into consideration in withholding approval of Cooper. It is also true that other considerations prevailed.

"As pointed out by the editor of the Santa Barbara paper, Superintendent Wood had been frankly warned by at least one member of the state board that candidates presented with offensive records as political school men would have scant prospect of approval.

The state board of education shows every evidence that it is endeavoring to preserve and improve the character of the Teachers' Colleges by refusing to permit vacancies as heads of these institutions to be filled by men whose chief claim for elevation is that they have been faithful political servitors of the state superintendent.

Extended comment upon these editorials is unnecessary. It may be remarked in passing, however, that by carrying this reasoning to its logical conclusion no school man or woman or other citizen, however interested in the welfare of the children in the schools should presume to raise voice or pen against any executive edict.

All professionally-minded men and women feel intense humiliation in the attitude shown by the four members of the State Board of Education. When we consider the ability and equipment of

Mr Cooper, and his manifest temperamental adaptability for the position in question, the action of the four gubernatorial members in obstinately and politically refusing to ratify his appointment, stands as a vote of approval and compliment to Mr. Cooper, rather than as cause for adverse criticism of him. It is a strange situation indeed when, with undoubted character, training, and experience, an outstanding school-man is refused ratification on political grounds only.

A. H. C.

THE results of Public Schools Week will be most far-reaching. As the weeks and months go by, these results will be more clearly appreciated than they are at the moment. Throughout the State of California, men and women gathered

**PUBLIC SCHOOLS** in school houses,  
**WEEK** churches, lodge rooms, public auditoriums and listened to addresses and discussions on the meaning of education and like themes. Emphasis was given the fact that education in a democracy, such as ours, must be for the many rather than for the few; that there must be equality of educational opportunity, but that the leveling must be up, not down; that provision must be made for the gifted pupils,—those who are to be the leaders, as well as for those of more circumscribed abilities.

It was shown that present-day education more nearly meets the demands of our day and generation than did the education of the "good old days" meet the demands then imposed. It was clearly brought out that we today give not less attention but more, to the fundamentals; that the so-called fads and frills are frequently most fundamental to the future life of the boy and girl; that notwithstanding the diversity of things we now

demand to be taught, superficiality and shallowness does not characterize the average class room today.

And finally it was made clear, that it is useless to talk in general terms of the vast amount of money being spent on education. Only as we speak specifically and in comparative terms, can we properly evaluate education; and only as we compare the expenditure in terms of results achieved, can we properly weigh and measure and compare and criticise.

The play entitled, "The Crucial Hour," and written especially for presentation during Public Schools Week, was given in many places and with remarkable success. A final letter sent out by the present writer as a member of the Committee, suggested a three-minute talk by a high school boy or girl, preceding the formal addresses. Many localities provided for this feature. The questions propounded at the close of some of the meetings proved not the least valuable feature of the program. Letters are being received in our office from throughout the State, commenting upon the good results secured from the meetings during the week.

TOO much credit can hardly be given Committee Chairman, Charles Albert Adams, for his splendid efforts to make the week a success. Several business and professional men outside the school served with distinction. A number of school men on the committee rendered heroic service, including Vierling Kersey of Los Angeles, Roy Cloud, Redwood City and Fred M. Hunter, Superintendent of Schools, Oakland. Vaughan MacCaughy, of the Sierra Educational News, served as Committee Secretary.

It is to be hoped that Public Educa-

tion Week will be continued in future years, and will become a permanent event.

A. H. C.

IN our April issue appeared a brief editorial comment on the junior high school. Continuing the thought embodied in that editorial, we wish to call attention to the ten characteristics of a real junior high school as enumerated by California Commissioner of Secondary Schools A.

### JUNIOR HIGH SCHOOLS

C. Olney, in a recent report:

1. A relatively small number of subjects in the curriculum.
  2. Class periods long enough for directed study.
  3. Short-term pre-vocational subjects and activities, affording abundant opportunity for "exploration."
  4. Bona fide educational and vocational guidance.
  5. Instruction effectively departmentalized; promotions by subjects.
  6. Supervised extra-curricular activities.
  7. Genuine and active provision for individual differences in ability, aptitude and interest.
  8. Pupils of approximately similar ability should be grouped together, wherever numbers permit.
  9. Each group should have a home room and a responsible home-teacher.
  10. Physical education and extra-curricular activities are purposely organized in a system for character development.
- California may well be proud of her junior high schools, which now number nearly one hundred. During the past biennium the number has increased over 42 per cent; and the increase in schools and enrollments is continuing in all parts

of the State. Why? Because the junior high school fills a real need in a thoroughly modern, business-like and scientific way. In New York City, for example, the junior high schools, through saved the city over  $3\frac{1}{3}$  million dollars in one year.

California has now 60 or more junior high schools as separate entities, and 30 or more that are connected with senior high schools. In Berkeley the total seventh and eighth grade school population is in the junior high schools; in Los Angeles, nearly 80 per cent; in Oakland, something over 60 per cent; in San Francisco, only 10 per cent; in San Diego, 75 per cent. Nearly 30 per cent of the total seventh and eighth grade enrollment of the State is now enrolled in the junior high schools.

Careful studies of acceleration and retardation reveal the fact that in all the California counties having junior high schools there is more acceleration and less retardation than in all the counties not having junior high schools. The junior high school has proven, against much hostility and criticism, its worth.

V. Mac C.

**D**URING the recent educational conference at Cincinnati, a member submitted for consideration what he characterized as a **new idea** in school procedure. We pointed out that the plan in question had been practiced for a quarter of a century by many **NEW** of our educational leaders. **IDEAS** This brought forward the proposal which, while facetiously made, was entirely appropriate, namely: that a prize of \$1000 be awarded the graduate student who **discovered** the idea

that has been **rediscovered** the most times in the past 20 years. A suggestion by the United States Commissioner of Education was in effect that some aspiring student might with profit, present a thesis on this subject for the Ph.D. degree.

Our educational literature is full of examples similar to the one above cited. Pages are devoted each month in our periodicals and magazines, to discussions of theories, plans, ideas, principles, that, while **old**, are set forth as **new**. Many or most of these have in the past been given full trial and are either discarded, or are now in use in our most modern schools. Institute and association speakers are constantly bringing to us as new and untried, except by themselves, principles and theories that were known, practiced or discarded years ago. As we have often pointed out, too many university, college and normal school graduates are quite familiar with Greek or Roman education; with the educational reformers of the post-renaissance period; with the doctrines of Plato and Aristotle and Rousseau, and Pestalozzi and Herbart and Froebel; but their knowledge of the history of education does not cover the work of Horace Mann or Henry Barnard or Colonel Francis W. Parker. By still too many, an education is considered as consisting in a knowledge of the remote past. **What is needed is touch with the near present.**

**T**HESE observations are occasioned by certain statements appearing from time to time in the daily press throughout the country. One of these statements emanates from a professor in one of our universities. If the professor is properly quoted, he utters the merest commonplace, under the assumption that he is adding something new to our body of



educational doctrine. The report states that the professor in question has for the past two years, been carrying on a series of studies and investigations in his laboratory, with startling results. We quote as follows:

"Tests have proved to me that each child reacts differently to different methods of teaching, therefore, each child should be taught individually. The modern education system is nothing but a mechanical device producing mechanical results. The method of learning all basic knowledge—the alphabet, the multiplication table, and English Grammar, is so cut and dried that if I were to ask which letter in the alphabet preceded 'L' possibly one out of ten would be able to tell me without repeating the whole alphabet.

We all know how many days there are in February, but how many can tell the number of days in March, July or August."

TO one who did not know conditions as they exist in many of our great universities, it would be unthinkable that there could be found the most inexperienced teacher who would state as new, such established truisms as those referred to. It is both tragic and pathetic that we have in state-supported institutions, men who employ their own time in experiments to prove a matter that has been definitely known since men and women began to teach. Of course "each child reacts differently to different methods of teaching." It takes neither the test nor the university professor to point this out. On the other hand, it is to be regretted that the impression has gone out that most of our teaching in elementary school is still as "cut and dried" as this professor would have us believe. One would imagine it a common thing to teach the alphabet and the multiplication table as they were taught in the old days. The poorest teaching today is found in our universities. Some of the best teaching is found in our kindergarten and primary grades and in cer-

tain of our high schools. Did the professor know more fully than he does about the work of our public schools, he might be more careful of his statements.

Another paper carries a report from another university professor, who presumes to be giving the world information on what is called a **new system of examinations**. We gather from the report that "one of the new methods requires the pupil to supply one word to make a sentence complete. In another he must choose among several alternatives. A third consists in giving him a number of statements and asking him to tell of each whether it is true or false."

ONE could hardly suggest a method or plan of procedure that would antedate this one that our professor calls **new**. These methods have for many years been followed by young teachers. With many these methods have become obsolete. Were these college professors on sabbatical leave to pursue a preliminary course in the history of education, they might be better prepared to carry on instruction in their own classes. We have reason to require leadership in our college professors. Unfortunately such leadership appears too often as sadly lacking.

However, college professors are not alone in their lack of knowledge of educational methods and achievements. The spotlight of publicity is frequently thrown upon some class-teacher, principal or superintendent who claims to have discovered a new and improved method of procedure, or who has developed a phase or principle of education not before known. By all means let us offer a prize of \$1000 to the one who discovers the idea that has been rediscovered the most times in the past twenty years!

A. H. C.

## THE KINDERGARTEN IN CALIFORNIA

KATE DOUGLAS WIGGIN

*The International Kindergarten Union is to hold its annual meeting this season in Los Angeles, July 8th to 12th, and it seems suitable, therefore, in this number of our magazine to make some mention of Kate Douglas Wiggin, as our own particular pioneer in this work, the inspired woman who established in San Francisco in 1878, the first free kindergarten west of the Rocky Mountains.*

*Among Mrs. Wiggin's papers has been found an address on the Kindergarten, given in New York City, about 1890, and never before published, and it is here reproduced exactly as she left it, excepting her notes for such anecdotes, etc., as she introduced during the progress of the talk.—EDITOR.*

I THINK I must have declined to speak this evening, even on the subject nearest my heart, had it not been for Mrs. Rollins'\* ingenious stipulation that I should talk of my own experience in kindergarten work among the poor in California.

Everybody knows the deadly fascination of personal reminiscence! Why should I have strength to resist so universal a temptation? I am a pioneer, a veteran, scarred with many battles. Did you ever know a veteran who wasn't pleased to have his scars noted, his battles alluded to,—not ostentatiously, you know, but in a quiet, friendly way? So when an infant organization like yours (for no matter how grand and influential it may be, it still must own the soft impeachment of youth),—when such an infant organization gathers at my knee for a moment, however unwillingly, and asks me, with the sweet courtesy of youth, what I did when I was a little girl, I am naturally very happy; or at least I should be if—! Ah! There comes in the eternal all-pervading subjunctive mood. There is always the crumpled rose leaf in the pillow of the Princess. Here is mine!

## The Boneless Lady

At a meeting of philanthropic workers not long since, two ladies sitting in front of me, were discussing kindergarten work. One of them cited the number of kindergartens organized in California during the last five years, adding a pleasant word respecting the zeal which had produced such rapid growth.

I was beginning to swell with pride when her companion (a languid and boneless lady whose function in the world did not seem to be the service of humanity) replied, "Well, my dear, you know the sort of cow boy enthusiasm that prevails in the West would never convince our New York people!"

\*Alice Wellington Rollins.

"My dear woman," I wanted to say (though she wasn't a live woman at all, she was little more than a name and address), "my dear woman, I don't believe you ever tried even that sort of enthusiasm! It would certainly do you good, whatever might be the effect on cause!"

However, I confess that, while on ordinary topics I can maintain indifferent and pessimistic torpor, a *Veré de Veré* repose, the moment the kindergarten is mentioned I do assume the tone of a revivalist on a starring tour. While that cow boy phrase still rankles, I shall try to modify the "crudely energetic" habits of thought and speech into which I have lapsed during fifteen years of California life, and assume a drawing-room tone of agreeable and elegant disinterestedness.

## The Apathetic East

THERE are surely no two cities in America more in need of the free or public kindergarten than Brooklyn or New York; yet you will agree that there are no two cities in which the number of kindergartens is so small in comparison to the population: in which the Kindergarten Societies have, as yet, so slight a hold on public sentiment; and in which a certain solidarity of work and workers is so lacking.

I say this with the utmost frankness, because New York is my present and future home. The reasons for this lukewarmness on the part of the press and public are many, and they are none of them especially discreditable to the community; the principal one being the vastness of the problem which confronts a great city. Buffalo has done more in six months than New York in six years, and why? Simply because the task of informing every citizen of the necessity for this work, is more hopeful in a small community.

The rise and progress of this movement has a different history in every city.

### One Boston Woman

**I**N Boston its growth is due to the splendid philanthropy of a single woman,—no she is married,—one woman, who is as remarkable for long-mindedness as large-heartedness. Every community does not, however, possess a citizen willing to spend ten years of time and nearly half a million of dollars in forming public sentiment, converting a school board and convincing educational authorities.

The incorporation of the kindergartens into the school system of St. Louis, so long in advance of other cities, was due not only to the magnetism and power of Miss Susan Blow, but to the fact that Dr. W. T. Harris was superintendent of schools during the years when the experiment was being tried. We have never had in America a more scholarly man as superintendent of public instruction, and his metaphysical studies made him especially hospitable to Froebel's educational philosophy.

The work in Cambridge, Philadelphia, Milwaukee, Chicago, La Porte and Cincinnati, has grown from year to year, naturally and in a healthy way.

### Distinctive California

The chief points of distinction in the California movement are these:

First, the rapid growth of the work. California stands second in point of numbers; first, in point of rapid development.

Second, the fact that though a few millionaires give large subscriptions, the bulk of the money comes from the general community in small subscriptions. We thus enlist the sympathies and intelligent co-operation of a greater number of people than is usual in such work.

Third, the immense hold that the kindergarten has upon people of all classes. Its basis is absolutely unsectarian, of course; the only possible basis indeed in so cosmopolitan a community, or for that matter the only possible basis for any great reform.

It is not as yet a part of the state school system. San Jose, Los Angeles, and San Diego have adopted it, but the kindergarten associations have not thought best to urge the matter at present in San Francisco. The age of admittance to the schools in California is six years. No money from the public fund can be expended on children under this age. The introduction of the kindergarten into California public schools means the changing of the state law. The city has no power in the

matter. A clause relative to the adoption of the kindergarten was incorporated in each of the new Constitutions voted upon in the last few years, but neither of these Constitutions was passed by the people.

### San Francisco

I have said that the kindergarten idea has a tremendously strong hold on the public mind and heart in San Francisco. How did it achieve this carrying power? How has it come to be discussed in all circles of society and from every possible standpoint—philanthropically, artistically, industrially, religiously, morally, educationally, financially, sociologically?

I am not clear myself. I think the work has been well managed but I am by no means sure that its management has been a piece of flawless perfection—"I may be a camel" as Susan Nipper said, "but I'm not a dromedary.")

It may be a combination of climate, of temperament, of conditions, of geographical position, but I think our success lies in the fact that from the very beginning we co-operated—kindergartners and children, children and parents, kindergartners and parents, kindergartners and neighborhoods, kindergartners and policemen, kindergartners and teachers and subscribers and givers.

### Beginnings

**T**HAT is my problem—now what must I do first? I must get into relation with the neighborhood;—evidently I must not take my cardcase, call on the parents and request the pleasure of their children's company, that I may lead them into paths of peace, industry and virtue. (I hope I shall not be desecrating this drawing-room by reminding you that the assumption of any such tone on the part of a would-be missionary, in such a neighborhood provokes a single response—very terse, very brief, very conclusive—in a single word, or in two words—"Come off!" Sometimes the missionary instinct has to be concealed for a time in order to be effective.

In a week I knew every man, woman and child in Tar Flat, and many of my friendships have lasted to this day. Twenty-five little children were enrolled before the school opened. A dozen of them I already knew, so the first day promised not to be so very awkward.

I will draw a veil over the first few weeks. A young convert to any inspiring idea is generally not only anxious to immolate herself on all the altars that lie in her path of duty,

but to build additional ones so that the intoxication of immolation may be complete.

#### Forty Villains

Accordingly, the children whom I selected to prove to the callous public, the regenerating effects of the kindergarten, were quite unique in their villainy. There were forty of them, (eighteen from saloons), and I had no assistant. I had refused all children with the slightest claim to decency or docility. If we could only reform forty I intended to have forty that needed reformation. At least thirty of my forty, male and female, were hurrying towards the gallows when I stayed their flight.

On the second day there was a fire in the neighborhood and immediately on the sounding of the alarm, my entire flock started from their seats and hastened in a body to the scene of action. Expostulation was of no use, since nobody remained to be expostulated with but the cripples and the babies. Accordingly, I went to the fire myself, and when it was extinguished, and not before, we all returned. I could amuse you by relating the different methods which we applied to this energy of human nature on Tar Flat, but it would prove nothing and I resist the temptation.

After a few months the Principal of the Normal School came down to investigate, and asked permission to have his students come in turn, two at a time, remaining for a fortnight, and helping as much as they could in return for a glimpse of the method. This offer was

accepted, not because the help was great, but because it promised an opportunity of extending the interest.

It is a waste of time to enumerate the steps by which we mounted to success. Opposition and doubt and indifference melted before the warmth of our belief and our love, like frost crystals before the breath of the sweet South Wind.

#### Christmas Festival

A SPIRIT of helpfulness seemed to be in the air, just waiting to be invoked. At our first Christmas festival, four months after the opening of our kindergarten, we made a great effort to secure the presence of the mothers and fathers. The children had made them little gifts, which they presented with their own hands; we had Christmas songs and plays, and then with all the children on the floor at my feet, I told them a story—not for the sake of the story, but that those fathers and mothers might see their children transformed for a moment—the shining eyes, the bursts of laughter, the ready sympathy, the absorbed attention, and perhaps a quick tear wiped away at one intense moment, by a grimy little paw.

Then I made a bit of a speech to the company and was followed by the baker, the stationer, and the policeman. The eloquence of this unique constituency so delighted a wealthy man who was present, that he gave five hundred dollars on the spot in life memberships.\*

\*M. Adolph Sutro, after whom one of the Silver Street Kindergartens was subsequently named.

### CALIFORNIA ILLITERACY

THE Committee on Illiteracy, of the California High School Principals' Convention, presented an unusually comprehensive and forward-looking report at the recent annual convention. Thirty nationalities were reported in answer to the question, "with people of what nationalities do you work?" Fifty-one schools reported Mexicans as a principal group and 50 reported Italians. Next in number were Portuguese 33, German 21, Japanese and Spanish 14 each. Smaller numbers were reported in 26 other nationalities.

Of the 115 schools where Americanization work is being carried on, 19 reported that they were having difficulties with finance. Of the 40 not conducting classes 26 gave finance as the principal cause of their failure to afford such opportunity. Where classes are being carried on 32 principals reported difficulty in securing competent teachers. The University of California has undertaken to

give special training to its graduates from the school of Education who elect this specialty.

California ranked forty-first among the states of the Union in point of literacy in 1920—not an enviable rating. The most serious aspect of the situation comes from the fact that most of these illiterates are foreigners, unaccustomed and sometimes antagonistic to our institutions yet exercising a powerful influence on the economic and social welfare of our state. Our State Superintendent of Schools, on Tuesday, referred to the large and ever-increasing tasks placed upon the schools. Some of these we can probably refuse to assume. The task of reducing illiteracy and of Americanizing foreigners cannot be avoided or passed on to others. A school administrator who is not keenly interested in taking care of these needs in his own community is not discharging his duties in a way this body or the state has a right to expect.



## CHANGING IDEALS IN EDUCATION

TULLY CLEON KNOLES

President College of the Pacific, Stockton, California

THE United States has a magnificent system of schools, but no system of education. This may seem to be an unhappy sentence with which to begin an address, but the statement is true. In every state of the Union and in practically every part of every state, the American school can be found. Americans have learned the lesson of political organization for the sake of the establishment of schools. In Nevada, for instance, a school may be organized if there are five children of school age, and it may be maintained so long as there are three children of school age in the district.

Some states have longer school years than others, and some have laws defining longer periods of necessary attendance. All states have laws for compelling attendance. We do not have a unified system of education. There are no standards that obtain throughout the United States. Even the educators themselves are not agreed as to the objectives of public education.

## England

England had, up to the time of the world war, a wonderful system of education, but no system of schools. England had a task which she understood perfectly. That task was to provide an aristocracy of culture and of refinement, capable of ruling not only a nation, but of ruling all of the diverse elements of the British Empire.

When one thinks of British education there comes to mind the great universities, Oxford, Cambridge, St. Andrews, Edinburgh, Dublin, Manchester, London; or the great public schools which are really, from an American point-of-view, private schools,—Rugby and Eaton. The reason is obvious. These schools were designed to receive those who were thoroughly prepared, it mattered not by whom, or under whose auspices. Their system was excellent for an aristocracy, but England discovered that for a hundred years she had been traveling toward a democracy. Whereas in 1832 only one person out of twenty-four had the right to vote, in 1918 one person out of three had the right to vote. A democracy must have a system of schools designed to

educate the masses. Great Britain, since the war, is building a system of schools so that there shall be a highway for students from the primary schools to the university, in order that democracy may exist.

## Germany

You may not be willing to place your minds in the same attitude in which they were in 1917 when ever the word "German" was uttered in your presence? Try! The experiment will be interesting psychologically. The occasion was a teachers' institute; the place, the auditorium of the Pasadena High School; the speaker, Shailer Mathews of the University of Chicago; the time, December, 1917. He said: "Germany has the finest system of education in the world." There was a shuffling of feet. Doctor Mathews repeated: "Germany has the finest system of education in the world." The noise increased and someone shouted "Put him out." Doctor Mathews continued, "Germany has the finest system of education in the world for the making of Germans." Then the audience settled down. What did the speaker mean? He meant that Germany had, before the war, a system of education designed to produce certain results. German educators had erected a system of schools designed to dovetail into that system of education.

Eighty-five per cent of the German school population could not go to school beyond the fifth grade. The method of selection was natural, not arbitrary. If the child had not taken certain prerequisite courses by approximately the tenth year of life, school closed with the fifth grade. Of the remaining fifteen per cent only about six per cent went on to the secondary school. Of those who attended the secondary school only a small proportion went on into some one of the forty-two magnificent German universities. The result is plain. The method of instruction in the first five grades was very largely by rote. Few books were used. The discipline of the teacher was absolute. Patriotism for the Fatherland was instilled, and love was inculcated for the state which insured him against unemployment, sickness, old age, and death. The product was

a "good" worker, a "good" soldier, and a subservient citizen.

In the secondary school there was but little more freedom. Books, however, were more plentiful, music more freely provided, and the curriculum somewhat enriched. The student body, very much smaller, was better trained for independence. In the universities there was freedom—freedom of learning, freedom of living. A great German once said, "The German university system sends one-third of its students to premature graves; that third does not know how to be free physically. Another one-third goes to the devil; that third does not know how to be free morally. The other third rules Germany." You see what is meant by the expression that Germany had a system of education fitted to a system of schools.

#### America

WE return to the statement about America, a fine system of schools, but no system of education. There are two reasons usually given for this state of affairs. First, it is said that the interests of the states are so various that state systems are more desirable than a national system. County, municipal, and district units may be brought more readily into harmony with state systems rather than a national system. Second, there is with us yet the fear of Federal control—a control that might some day do for the Federal government what the imperial control did in Germany for the old empire. It is only recently that America has become aroused to the

necessity of a system of education that shall make the best possible use of all the school systems now in the process of building.

The first schools of America, both lower and higher, were founded on the English models. It is interesting to note that practically all primary education in America originally was under church auspices. The public school

idea,—the free school supported by taxation—has made rapid strides and is almost universally found in every part of America, even where parochial schools continue to thrive. In fact, in some states the idea is openly advocated, indeed incorporated into the laws, that the state has and shall exercise a monopoly in the field of education.

Until 1822 all secondary education in America was under the control of the various religious denominations. But in that year the method of organization of primary schools was employed for secondary schools. The most distinctive

thing about American education during the past one hundred years has been the growth and development of the free public high school. In comparison, there are three million students in the public high schools, and less than two hundred thousand students in all of the various kinds of private high schools and academies.

#### American Colleges

All of the early American colleges, with a single exception, were founded under religious auspices, and were also imitators, so far as possible, of the great colleges of the British universities. There were grave dif-

#### Infirmity

O H, yes, he had a grave infirmity,  
His poor foot dragged along, a useless load.

His sports, for this, had slight diversity,  
He limped in pain where others freely strode.

But still he read his Greek with accent true;  
His spirit swift reviewed the Grecian ranks.  
Eneas in his wanderings he knew  
And saw his ships upon the Syrtian banks.

With Chaucer down the road that winds through Kent,  
The pleasant road to Canterbury town,

He wended with "an full devoute intente,"  
And heard the tales as, slow, men crossed  
the down.

He saw Verona; yes, Illyria,  
The streets of Venice, carnival and glee,  
The cliffs of Malfi, Rome's Campania,  
And Elsinore beside the northern sea.

The growth of flowers and the wild beast's lair  
Opened before his mind; the secrets his  
In depths of mountain, ocean and of air—  
Illumination spread with all he did.

And those his fellows who could run and leap  
Adventured not so fast or far as he.  
A solemn, strenuous march his soul could keep  
Because he had a grave infirmity.

—I. D. PERRY,  
Glengarry Place, Hollywood.

faculties, however, in the way of complete duplication, for the young men who went up to them did not have as broad a preparation as had been received by their British cousins. Again, the teachers of America as a rule were not as finely trained nor as broadly cultured as were the faculty members of the British universities. Then, too, the equipment of the American colleges was inadequate. Of laboratory there was practically nothing, and of library small opportunity for wide reading.

While the atmosphere of leisure and the surroundings of culture and refinement were absent, there was present a high idealism, a fine sense of responsibility, and a wonderful consecration to the task of the ministry to human need. We are told that up to 1850 forty-five per cent of the graduates of our American colleges entered the ministry.

#### German Science

WHILE many of the most important scientific discoveries of the nineteenth century were made by British scientists, the discoveries were neither made in or capitalized by the universities. In Germany the most of the discoveries were made by university professors. Hence, the German schools became very largely, the home of the new scientific spirit. The world looked to Germany not only for new facts and inspiration, but also for the new method. The German professor became the model for the professors of the world. German universities were the Mecca for the graduate students of the world. Here they found freedom of learning; here they found every facility for freedom of investigation, and personal contact with professors who were themselves leaders in actual research. Here also could be found an attractive degree to be found no where else—the degree of Doctor of Philosophy. Upon the return of the American scholars great changes took place.

In my experience of twenty-two years visiting the California High Schools, I have learned that the average young high school teacher just fresh from her fifth year of university work, even though she be assigned to teach the first year students in the high school, manages somehow to teach her students the last thing she learned in the university, and as far as possible in the same way—a wonderful compliment to the high school student, but one is not so sure of the pedagogy!

#### Research

So these young scholars with the new degree from Germany returned to America, found positions in our colleges, made them over into universities, discarded the discipline of the text-book for the discipline of research, and perhaps unconsciously turned the interest of the American scholastic world from culture and refinement to the mastery of things. Courses in the natural sciences at first humbly asking for places in the elective column gradually assumed dominance in the required column. The method of the laboratory displaced the method of the library. The lecture-room took the place of the class-room even in the cultural subjects.

The interest and development of the student became less important than the extension of the subject. As always happens, the ideals and the methods of the higher schools were superimposed upon the preparatory schools and the high schools, and America came perilously near having a system of education, not of the making of her own nor of the making of her own educators. Cecil Rhodes sensed this situation, and created the Rhodes scholarships. So much had the influence of British education waned in America, and so slight had become the attention paid to the classics that the conditions of the scholarships have had to be modified considerably to make them serve their original purpose, namely, to deflect back to the British University of Oxford a part of the stream of American graduates which had been flowing to Germany.

#### War Lessons

The World War taught us a great many things. It taught us the most important lesson, namely, that it was time for us to take stock of ourselves, to see the drift of our own institutions, and to study the results of our own teaching. We discovered that our educational ideals were nearly all made in Germany, and a great number of our teachers had been trained in Germany. In California, for instance, ninety-eight per cent of our high schools were studying the German language and literature. This, of course, was fine in itself. The World War also brought to us in America, as well as to the rest of the people of the world, that while we were not paying too much attention to the physical sciences, we were not paying enough attention to the social sciences. The world was taught that it must develop the resources of men at

the same time that it was discovering the sources of subjects.

#### Physical Unfitness

Let us be specific. We know in America that we had a problem of poor physical development. But we were not prepared for the report of the Provost General to Congress that 29.7 per cent of the men in the draft army were unfit for the highest form of military service because of physical disability. We were not at all prepared for his statement that the most of these disabilities could have been cured by proper physical education in the schools.

We knew that we had a large problem due to illiteracy, but we did not think it possible when we were told that one-fourth of the men in the draft army could not write a letter home. We were amazed when we were told that we had sixty illiterates out of one thousand of our population, when certain European nations had only two illiterates out of a thousand. We Californians were dumbfounded when our Superintendent of Public Instruction, Mr. Will C. Wood, told us that 95,000 of our boasted California population, or thirty out of a thousand, could neither read nor write. Then, the question was brought home most forcibly, do we not need a system of education to dominate this system of schools that we have?

This nation, born a republic, is rapidly becoming a democracy; and if it becomes a democracy it must educate its citizens so that they may adequately bear the burdens of citizenship. Someone has said that America is ruled by sixth graders. Let us examine that statement. Technically, all of our citizens, above the age of twenty-one, if meeting residence requirements, are entitled to vote. There are senators in the Senate of the United States elected by six per cent of the registered voters. One of the California senators holds his office by the suffrage of less than thirty per cent of the voters entitled to vote.

A report from the U. S. Commissioner of Education says that with one hundred boys and girls found in the first grade there will be 84 in the fifth grade, 73 in the sixth grade, 64 in the seventh grade, 58 in the eighth grade, 32 in the ninth grade, 23 in the tenth grade, 17 in the eleventh grade, and 13 graduate from the twelfth grade. Two striking facts are brought to light from these figures. We start a twelve year educational program with 100 units and complete it with 13 units. 87 units are lost by the wayside. The last time that

two thirds of the group is in the school system is at the beginning and not at the end of the sixth grade. You can levy taxes on a community by a two-thirds vote!

#### Whose Fault?

THERE is here a larger problem, however. We school people are the most humble people on earth. We are forever confessing our faults and forever going to institutes and summer schools in order to be able to cure all of the defects of the schools which we have made.

This grouping of the school years and their numbers suggests a comparison. Suppose that a business man would start on a twelve year program with 100 units and were to complete his twelve year program with only 13 units. What would be his attitude? In the first place he might say, "Well, the 13 units are of so much greater value by virtue of the training that I can afford to lose the other 87 units at various stages of the process." Our statisticians have fully demonstrated to us that even on the low plane of economy, the income of the group that persists will justify all of the expense of the entire group. Babson's analysis of the names in "Who's Who in America" indicates, that from the standpoint of leadership, the smaller group produces the leaders.

The business man might say, in the second place, "There is something wrong with the organization of my business. It should not show such a loss." That, of course, has been the traditional school-man's attitude,—the attitude of humility and of the assumption of all responsibility for the poor showing made. Certainly the school men have labored sacrificially to perfect the organization.

#### Poor Stuff

There is the third attitude that the business man may take. He may say, "There may be something radically wrong with the stuff that I use in my business. My original units may not be all of sufficient value to be submitted to the process." If this question is asked by the school man, and it is being asked rather freely these days, do we not see the evidence of the greatest possible change in the ideals of education? A perfect school system will not produce intelligent, moral, responsible citizens if the stuff out of which they may be made is not turned into the system.

The school man is becoming less humble. He is saying in effect: "To the extent to

(Continued on Page 431)



## 18th ANNUAL MEETING OF THE AMERICAN HOME ECONOMICS ASSOCIATION

San Francisco, Hotel Fairmont, August 1 to 6.

DONA DeLUCE, Home Economics Teacher, Berkeley High School, Berkeley  
Chairman, 1925 National Convention Publicity Committee

A CONVENTION of unusual interest meets in California this year,—the American Home Economics Association. This marks the second meeting of its kind in the west and is a milestone in the progress of western education. The Home Economics Association is unique in that it is a teachers' organization and yet not just a teachers' organization either;—besides a membership composed of teachers, the Home Economics Association claims as members two non-professional sections, women in business who have Home Economics training and home-makers who keep up their affiliation with the organization.

Everyone, affiliated or not, who is interested in Home Economics either as teachers, women in business or home-makers is invited to attend this convention; to meet with this great body of earnest, enthusiastic workers whose aim is to make living more sane, humane and efficient; to gain the most recent acquisitions to knowledge in this field; to carry back to the old routine zest and inspiration to "carry on." Progress in this broad field is rapid. Every worker must keep in step or be left far behind.

A thousand delegates and visitors from every state in the Union will gather to discuss such problems as, "*The Relation of Home Economics to Changing Social Ideals and Practices*," to listen to such leaders as Dr. Aurelia Henry Reinhart of Mills College speak on,

"*The Place of Home Economics in the Higher Education of Women*,"  
or Judge Orfa Jean Shontz on, "*The Home-maker and the Delinquent*."

Round table and section meetings promise such snappy subjects as, "*Furs*," by Mr. George Liebes; "*The Manufacture and Design of Women's Clothing*," by Dorothy Nugent, and recent scientific discoveries are developed by such speakers as Dr. Walter C. Alvarez who will explain a portion of his remarkable findings in digestive research.

THESE and a score more, quite as vivid and vital, meet the eye when the program for this convention is scanned. Every angle of the wide field of Home Economics has been provided for in the comprehensive sweep of the speakers and their subjects. No visitor can fail to find just the problem discussed that she has been perplexed about; all are sure to gain inspiration for a wider usefulness and help toward solving problems of life as well as the school room. Perhaps the most fruitful meeting for teachers of the entire convention will be on the opening day when

"*The Place of Home Economics in the Public School Curriculum*"  
will be the general topic and such speakers as California State Superintendent, Will C. Wood, will undertake

"*A Perspective on Home Economics*,"  
and Leonard V. Koos will round out the topic by discussing,

"*The Place of Home Economics in the Junior High School Program*."

Trips, teas, banquets, group luncheons, tours of the Stanford and University of California campuses are features of the program that lend zest and variety.

A campaign for 100 per cent state membership is under way so that this may in every way be a red letter year. The state association has planned to aid all sections to organize units for those districts too far away to receive full association benefits.

D R. Katharine Blunt of the University of Chicago, President of the American Home Economics Association will be its presiding genius, but Miss Bertha C. Prentiss, Supervisor of Home Economics in Berkeley is the Convention chairman and supervising director of the big event. Dr. Agnes Fay Morgan of the University of California as program chairman has managed to arrange as varied and interesting a program as can possibly be conceived.

## A NEW CALIFORNIA RESEARCH SOCIETY

ARTHUR H. CHAMBERLAIN

THE first annual summer meeting of the California High School Teachers' Association was held at Berkeley, in conjunction with the summer session of the University in July, 1913. For a number of years previous to this time a High School Teachers' Association had flourished in this State. At the 1913 meeting a committee on reorganization reported a plan for a state-wide organization consisting of an elective president, appointive secretary and six elective directors with three-year terms, two to be elected each year, the summer meeting to be made a permanent feature. At this session William John Cooper was elected president to succeed Louis B. Avery.

At the meeting held in July, 1914, arrangements were perfected for the publication in pamphlet form of the proceedings. This added greatly to the value of the High School Association because the proceedings carried, to those who could not attend the meetings, the excellent papers and discussions that were given at each annual session. Difficulty was found, however, in financing the publication of these proceedings. Then too, with only volunteer assistance on the secretarial and editorial side, the proceedings usually were issued so late in the year that they proved of less value than otherwise would have been the case.

Beginning with the 1916 meeting the proceedings were taken over by the California Teachers' Association and edited each year under the direction of the editor of the Sierra Educational News, acting as secretary of the High School Association. It was thus possible to make the August issue of the News a special high school number featuring these proceedings of the summer meeting. By thus increasing the circulation of the magazine a considerable volume of advertising was secured, all of which resulted to the financial advantage of the High School Association. The proceedings have been published each year up to and including 1924.

Effort had frequently been made to secure an annual meeting of the Association in Southern California. Invitation was extended on numerous occasions by the University of Southern California, by the Southern Branch of the University of California, and by Occi-

dental College, for the holding of the session. In 1920 the meeting for the first time was held outside of Berkeley in conjunction with the summer session with the University of California, Southern Branch.

Since 1920 sessions have been held in the South, as well as in the Bay region, with two or three days given to the work in each place. In 1920 also the membership fee was increased from 50 cents to \$1.00. The constitution underwent certain minor changes, all of which made for the development of the Association.

It may be said in passing that no organization of secondary school teachers in America has done as much as has the California organization for development and progress in secondary school field. No volume of proceedings of any similar organization has been as much worth while. The programs as arranged from year to year by the various offices and the discussions indulged in had been worthy a place on any platform. Leaders in the movement included such men as Biedenbach, Boren, Engle, Fisher, Hauck, Hill, Templeton, and Thompson. However, it was at the 1922 meeting that Mr. Horace M. Rebok was elected President. Under his administration an additional forward step was taken. Plans inaugurated by him involved the naming of the famous Committee of Fifteen, which committee, under the chairmanship of Professor Charles E. Ruth of the University of California, made an intensive study of the purposes of objectives of secondary education and with a survey of numerous activities, all with a view to developing suggestions for a more purposeful curriculum and one that will more nearly meet the demands of the day. These various studies and reports, preliminary in nature, were embodied in a volume of 406 pages and published by the California High School Teachers' Association in the summer of 1924. This was, without doubt, the most ambitious piece of work ever attempted by an organization of secondary school people.

President Rebok, realizing fully the need for continuing the study begun, proposed a three or five year program and immediately set about devising ways and means of securing cooperation and funds to carry such program into effect. Following many conferences and committee meetings the next forward step has

been taken, namely, the development of the High School Teachers' Association into a strictly investigational body. There has been organized, therefore, under the laws of the State as a non-profit-sharing Corporation, The California Society for the Study of Secondary Education. The main purpose of this organization is to engage in researches in the secondary field. Bulletins and reports will be published from time to time.

THE Board of Directors consists of 27 men and women, comprising those who have been serving on the directory of the High School Association. There is an executive board of seven members, consisting of A. J. Cloud, President, George C. Thompson, Vice-President, and C. L. Biedenbach, Arthur H. Chamberlain, Merton E. Hill, Homer Martin and Mrs. Alice Ball Struthers. President Rebok is the new Managing Director of the organization. For the present at least he will also serve as secretary. Several classes of membership are provided for, the general membership being \$2.00, with a \$2.00 annual due.

Limited space prevents more detailed discussion of the plans and purposes of the organization. A bulletin has been published which gives full details. The California

Teachers' Association as the parent organization will lend every possible assistance to the new Society as it has in the past, to its predecessor. We believe it to be the professional duty, as well as the privilege, of every high school teacher in the State to take out membership in the new Society. Funds are needed to carry on the work. Because the Society is a voluntary one its work must be built up on the basis of individual support. The California High School Principals' Association has built up a strong, vital and progressive work and the two societies should supplement each other.

Under the terms of the by-laws of the new Society, the summer meetings will be discontinued. Strong departments for the discussion of secondary problems will be built up in connection with the annual meeting of each section of the California Teachers' Association.

*The C. T. A., as the all-inclusive state body, calls for the loyal and continuous allegiance of every school man and school woman in the State for the furtherance of its general, professional, legislative, and protective programs. The California Teachers' Association bids welcome to the California Society for the Study of Secondary Education.*

### EVIDENCES OF PROGRESS

RECENTLY in typical California cities there has been tangible evidence of the real interest of the public in the public schools. The Berkeley school election was symptomatic. Those civic forces that were in harmony with the general progressive policy of the Berkeley public schools, scored a decisive victory in the recent election. The opposition, which was seeking to remove the present city Superintendent of Schools H. B. Wilson, was overwhelmingly defeated, and did not instate a single one of its candidates.

The issues, like most issues in a "school fight" were muddled and confused by personalities, but in general it may be stated that the people of Berkeley plainly indicated their confidence in the superintendent and in the school board.

In Oakland a new member was elected to the school board who is in hearty sympathy with the great progressive program of the

Oakland school administration, under Fred M. Hunter.

In Fresno, Mr. Charles R. Barnard, an outstanding progressive citizen, was elected as president of the school board. Mr. William John Cooper was unanimously reelected as superintendent for a 4-year term beginning July 1st at a salary of \$7200. Mr. Walter R. Hepner was reelected as assistant superintendent. Mr. LeRoy L. Smith was reelected as secretary-business manager and put under bond.

In Santa Barbara Mr. Paul E. Stewart was reelected as superintendent of schools and at an increased salary.

In San Francisco, the public school teachers have been granted a salary increase of one dollar per day. Public opinion in general was cordially in favor of the increase, which in some measure offsets the greatly depreciated buying-power of the present-day dollar, as contrasted with that of a decade ago.

## LESSONS NOT FOUND IN BOOKS (Especially Guide Books)

HARR WAGNER

Editor, Western Journal of Education

THERE has always been enchantment in the promise to myself to spend Christmas week in Jerusalem. The decision to travel alone, (that is, independently of the various organizations that have done so much to promote travel), was a hold-over from my youth. Bayard Taylor's "Views Afoot," Keeler's "Vagabondage" and Mark Twain's "Innocents Abroad" so impressed me in my underdone college days that loitering in the streets of strange cities among Arabs, Turks, Armenians, Syrians, Greeks and Egyptians, has always been an anticipated pleasure.

I left New York harbor, bound for Hamburg, on November 27, 1924; my objective, Palestine. On my way I gave Berlin, Potsdam, Zurich, Genoa, Naples and Alexandria the "once over." There was a stronger appeal in the rural scenes, than in the cities. The green fields of Germany, the contented fat cattle grazing, the sheep resting under the trees, the hogs around the well-kept pens and the chickens and ducks by the well-groomed waterways, presented pictures for artists as well as lessons for students in rural education.

From Alexandria, Egypt up the rich valley of the Nile to Cairo, is a four hour's journey by rail. Fields of alfalfa and carloads of tomatoes and cabbages could be seen from the car windows. The cows, donkeys, water buffaloes, camels and people looked pitifully poor and undernourished. There seemed to be an urgent need for an educational campaign of health and sanitation for both man and beast. Why people should be so poor and badly groomed in such a fertile country is a problem that should be solved.

Cairo in December is lovely as to climate, sun, moonlight and sky. It is a dirty city under foot. The automobiles whiz around the street corners at fifty miles per hour with a reckless sheik at the wheel and a shriek from the passer-by. The many mosques, the citadel, the tombs of the Mamelukes, the surplus guides, the odors of unsanitary markets, the men in petticoats and turbans, the women with white and black masks, the tawdry bazaars, the restaurants and drink-places on the streets, give the stranger the thrill of being in a city that

is distinctly different. Living in Cairo, not at the de luxe hotels, but at standard places, is less than in San Francisco or Los Angeles. Good rooms may be secured for from thirty to fifty piastras per day and a twelve-course French or Italian dinner at the Nile Restaurant costs sixteen piastras, including an Egyptian flavor in the soup. (A piastra is equal to about five cents in U. S. currency). Taxi and cab fare is about one-half that in the United States. In fact, living in all the cities of Europe, with the exception of London, is cheaper than in America, especially when the tourist season is not at its peak.

### Mummies and Aeroplanes

THE museum in Cairo is rich in historical material from the time of Moses to the discovery of the tomb of Tut-Ankh-Amen. You lose all sense of time and eternity, all sense of gossip, scandals and morals as you look upon thousands of mummies, with the pot you raise the question: "How does it feel to lie entombed five thousand years?" I absorbed the full dramatic effect of Past and Present as I rode around the Pyramids and the Sphinx on a snobbish camel, and heard the honk of the automobile near me and the whir of the aeroplane in the blue sky, directly over the Pyramid of Gizeh.

From Cairo to Kantara by train and across the Suez Canal in a toy boat, then by train over the tawny desert to Lydia and the land of the Philistines, requires about twelve hours and fourteen dollars. The trains are modern, the road-bed fine and service excellent. The brakeman, an Armenian, who spoke good English, pointed out Samson's Cave on the rocky hillside and a pile of crumbling rock and rain-washed gravel as the exact spot where Samson pulled down the pillars of the Temple.

### Jerusalem

FROM the land of the Philistines the train climbs up a rocky gorge to the land of Abraham, Solomon, David and Christ. Then Jerusalem! Rocks upon rocks, rocks upon rocks. A barrenness that makes one think of the poet's description of our California desert: "The land that God forgot." Some olive trees, a few



lonesome fir trees, little patches of garden with lettuce, radish, and onions growing, was practically all the vegetation to be seen. There are no waving palms; no foliage or verdure. Near the railroad station, the people are building pretty bungalows and near the gate of Damascus, the Italians have built a wonderful hospital. There are also a number of residences built from the same kind of rock that Solomon used for building the Temple. You get the thrill of a new Jerusalem.

I was a guest of the American Colony, a colony that was founded 46 years ago. It is composed of about 100 actual residents, who apply the teachings of Jesus to their every day life. During the war they took charge of the hospital service in Jerusalem and fed more than 2,000 per day without regard to nationality. Mr. and Mrs. Vestres have direct charge. Professor Dinsmore, a teacher in the high school, is a noted botanist who has gathered over two thousand specimens. Among them was the "Rose of Sharon," which curiously enough, is white and shaped like a narcissus, while the "Lily of the Valley" is a scarlet anemone! Mr. Myers, who has studied every cave, hill, valley, stone, rock, inscription and building in and about Jerusalem; and Ernest G. Beaumont, teacher and dentist, who is so progressive that he uses California books and methods in his primary school, are among those who help to make the American Colony an ideal place to "peace on earth, good will to men."

#### Shrines

I entered the Damascus Gate, walked in the rain, (the average rainfall in Jerusalem is 44 inches per annum), through the narrow streets to the Church of the Holy Sepulchre, then through the market places to the walls of Solomon's Temple and Mosque of Omar, then through the Joppa Gate.

Another day I walked along the brook Kedron, across the road to Jericho and climbed to the top of the Mount of Olives. There is a magnificent view from the tower of the walled-in City of Jerusalem, with its Mohammedan domes in Christian crosses. Just below is the Garden of Gethsemane with its gnarled old olive trees and flowers in bloom; Mary's Tomb and the closed Golden Gate, where Christ entered the city on his way from Bethany. In the distance is the Dead Sea, the River Jordan, the road to Jericho, and nearby the town of Bethlehem, the shepherds' fold, and the land where Ruth gleaned wheat for Boaz.

On the Mount of Olives, I experienced my greatest thrill. To the right was the fine palace formerly used by the Turks, now the residence of High Commissioner Samuels, of England, the present Governor of Palestine; and on the other side of the wall of Jerusalem, the Mosque of Omar and the foundation walls of Solomon's Temple. From Solomon to Samuels; what have we learned from the centuries? What lessons of conduct? Of constructive civilization? What if Solomon should teach again the people of today? What if the gentle Jesus should open a summer school for the teachers of America?

#### Bethlehem

**A**T BETHLEHEM, where the Great Teacher was born, where Queen Helena built the Church of the Nativity, where the Crusaders reached their objective, the Christian pilgrims today come and feel the spirit of benediction. The candles in the Manger are ever burning and on Christmas Eve, the singing of thanksgiving and praise is continuous through the night. From the Teacher whose cradle was the manger we get in "Suffer the little children to come unto Me, for of such is the Kingdom of Heaven" the fundamental principles of the great educational systems of the Anglo-Saxon world. The human mind is amazed at the miracle that from the rock-ribbed cave, Bethlehem should have come the gentle Jesus, whose teachings have had such tremendous influence on civilization.

And yet in the environment of Palestine, the glory of His day and teaching is not seen in the Arab, the Syrian, the Turk, the Persian or the Egyptian. Why should we marvel then at the intolerance of some modern Christians when we consider the prejudices and bigotry of those who live in the land where the Sermon on the Mount was first taught? How can we explain that the Turks, in control of Jerusalem for centuries, were more tolerant of certain Christian sects than some of the organizations of highly educated Americans?

#### Rome

I left Palestine for Rome via the Adriatic and Brindisi. The green fields and the old, old olive trees along the Adriatic Italian coast were attractive. In Rome I crossed the muddy Tiber with Caesar; stood beside Cicero in the Forum, pitied the lean wolf in Capitol Hill that is kept as a symbol of the certified-milk days of Romulus and Remus; looked at Michael

Angelo's Dome over St. Peter's; rode down the Appian Way. Then I rushed on to Paris via Pisa, of the Leaning Tower and where, under the influence of Italian skies and beautiful women, Byron wrote "Don Juan" Then on along beautiful rivers, well-cultivated fields and attractive towns to Paris, the city that excels in the joy of so-called living. From Paris to London with the charm of fog and literary and historical land marks; then to beautiful Stratford-on-Avon with its curving streets and restful homes and environment of green meadows and lovely gardens.

Bethlehem and Stratford-on-Avon, are the objective of millions of people, not in account of museum, population, commercial industries, but because they recognize Bethlehem as a spiritual birthplace of our people, and Stratford-on-Avon as an intellectual birthplace of the Anglo-Saxon.

#### Home Again

THE journey over, the following lines of Henry Van Dyke have a new interpretation:

"Tis fine to see the Old World, and travel up and down  
Among the famous palaces and cities of renown,  
To admire the crumbly castles and the statues of the kings—  
But now I think I've had enough of antiquated things.  
"So it's home again, and home again, America for me!  
My heart is turning home again, and there I long to be,  
In the land of youth and freedom beyond the ocean bars,  
Where the air is full of sunlight and the flag is full of stars."

### THE CALIFORNIA STATE COMMISSIONERS OF ELEMENTARY EDUCATION

Outgoing and Incoming



Mrs. Grace C. Stanley

IN the resignation of Mrs. Grace C. Stanley from the State commissionership of elementary education, the state office is losing the services of a progressive schoolwoman of broad experience, wide sympathies and acquaintance. Mrs. Stanley's work in California, particularly in her chosen field of "creative" education, has been marked by vision, talent and a profound interest in the human personality of the child. It is to be hoped that she will continue her work in the flowery and song-strewn meadows of creative education.



Miss Mamie B. Lang

IN welcoming Miss Mamie B. Lang to the important post vacated by Mrs. Stanley we bear the greetings and good wishes of her many friends and professional acquaintances throughout the state. Her successful work as superintendent of schools, Tehama County, has given her much first-hand contact with the rural schools and with the problems of the elementary teacher. Miss Lang is noted for her good organizing ability. Last year she was largely responsible for the splendid joint-institute program, conducted at Chico, by several of the Northern counties.

## THE FRESNO VOCATIONAL SURVEY

WALTER P. HEPNER, Chairman of the Survey

**E**ARLY in February, Mr. Wm. John Cooper, Superintendent of the Fresno City Schools, conferred with Mr. Nicholas Ricciardi, State Commissioner of Vocational Education on Fresno's problem of providing suitable vocational education in the city schools. The outcome of the conference was a decision to recommend to the Board of Education that it sponsor a Vocational Education Survey to be conducted jointly by the State Department of Vocational Education, University of California, and Fresno City Board of Education. On Feb. 10th this recommendation was passed unanimously, and a general Survey Committee was appointed.

The personnel of the general committee follows:

Walter R. Hepner, Assistant Superintendent of Schools, Chairman.

R. F. Aspinwall, Vice-Principal, Fresno Technical School, representing part time education.

Arthur W. Bernhauer, Fresno County Chamber of Commerce, representing employers.

John C. Beswick, Supervisor of Trade and Industrial Education for the State of California.

Delbert Brunton, Principal of Fresno High School.

Clarence Dowd, Secretary Fresno Labor Council, representing organized labor.

Professor Edwin A. Lee, Director of Vocational Education, University of California.

President C. L. McLane, President Fresno State College.

Miss Emily G. Palmer, in charge of Research and Service Bureau, Division of Vocational Education Division, University of California.

J. M. Platts, Fresno Technical School—representing Smith-Hughes classes.

W. L. Potts, Principal, Edison Technical School.

Nicholas Ricciardi, State Commissioner of Vocational Education.

F. H. Sutton, Principal Fresno Technical School.

H. A. Tleman, Agent Pacific Region, Federal Board for Vocational Education.

Homer Wilson, Principal, Luther Burbank Intermediate School.

The committee held its first series of meetings in March. Plans for conducting the survey were outlined, a local survey staff was appointed, and the purposes of making the survey were given definite expression. In brief the aims to be accomplished are:

1. To discover what the occupations in Fresno are, and how many workers are employed in each of them.

2. To determine what training is needed to fit boys and girls to enter these occupations, both

(a) As to what training is now being given by public and private agencies, and

(b) What additional training should be provided by the public schools.

3. To decide what recommendations for modifications or additions should be made to the Board of Education concerning administration, courses of study, and equipment in the fields of vocational education and of educational and vocational guidance.

The local survey staff appointed consists of:

**Director:** Walter R. Hepner

**Agriculture:** Howard R. Gaines, Principal, Lowell School

**Commercial:** J. F. Bowers, Director Commercial group, Fresno Technical School.

**Drawing and Art:** Miss Elizabeth Ellison, Director Fine Arts Group, Fresno High School.

**Guidance:** M. P. Briggs, Director Pre-Legal Group, Fresno High School.

**Home-Making:** Lucy B. Hawk, Director Home-Making Education, Fresno Technical School.

**Music:** Inez H. Coffin, Music Supervisor of City Schools.

**Part-Time:** R. F. Aspinwall, Vice-Principal and Director Part-Time Education, Fresno Technical Schools.

**Trades and Industry:** J. M. Platts, Smith-Hughes and Vocational Work, Fresno Technical School.

**I**N order to understand the present status of vocational training in Fresno, it is necessary to go back nearly four years. On July first, 1921, Mr. Cooper assumed his duties as City Superintendent of Schools. He found the new high school plant nearing completion. An official call for bids on furniture and other equipment was running its publication periods. There was no possibility of providing shops in the new building because funds were exhausted. Furthermore, no plans had been made for the use of the old high school plant and its expensive shop equipment. If the two sites had been close together, some feasible plan for a

cosmopolitan high school might have been possible. But the sites are over two miles apart and are not connected by any direct street car transportation.

On July 14, the Board of Education unanimously adopted the Superintendent's recommendation governing the use of the old high school plant. In part it read:

"In order to make a better provision for the proper education of pupils who find it necessary to become wage earners after the age of sixteen years and whose full time schooling must stop at that age there is hereby established in the City of Fresno a special school of second rank to be known as the 'Fresno Technical School.' To this school shall be admitted any pupil who has completed the sixth grade of the regular Elementary Schools and such other pupils as the Superintendent of Schools or those authorized by him may admit." (Minutes of Board of Education, p. 1466.)

As a result, this new technical school now houses:

First—All Smith-Hughes courses—grades 9-12.

Second—Technical courses for pupils who expect to leave school at 16 years—grades 7-10.

Third—Part-Time classes—for pupils 16-18 years.

Fourth—A junior high school division for the pupils living near—grades 7-9.

Fifth—All evening school classes of a vocational type.

In an attempt to make the most effective use of this administrative scheme last year, all the secondary schools were reorganized along the lines of the vocational interests and educational interests of their pupils. Since this plan calls for at least a rough classification of all pupils into general vocational groups, provision has been made for giving educational and vocational direction to all pupils from the 7th grade through the 12th.

It is hoped that this survey will point the way to a more democratic type of education in which every child shall have an equal opportunity to get the kind of education his abilities need for their fullest development. This survey is concerned chiefly, although not entirely, with the child whose abilities and preferences fit him for a life of service in the industries and trades of his own community. In this way the survey is seeking to bring the schools closer to the child and to the community, to enable the schools to interpret more fully the occupational life of the community to their pupils, and to give wider range to the capacities, ideals, and aspirations of Fresno's boys and girls.

## GRAMMAR TERMS

GEORGE C. JENSEN, Eureka, California

THE Committee on the selection of grammar terms made an important report at the recent high school principals' convention. The recommendations of this Committee, of which Mr. George C. Jensen is chairman, are, in brief, as follows:

1. That the terms of grammar submitted by the committee be adopted as the standard terms of all text books of grammar used in the State of California. There is little occasion for further manufacturing of grammar terms. The mere multiplying of terms does not mean development but retrogradation.
2. That the terms of grammar be made to apply, not alone to English grammar, but also, as far as they are applicable, to all foreign languages taught in the grammar and high schools of the State.
3. That the State Board of Education be requested to pass an order that after a reasonable lapse of time, none other than the terms included in this list, and such as may later be approved, be permitted to be used in the text books of California.

4. The Committee has made an effort to select the terms most generally in use and those which can be most easily understood by boys and girls.

5. This report is not a grammar text. The duty of the Committee was to select a proper set of grammar terms; not that of preparing a book. The Committee, however, takes the liberty to recommend to authors and publisher three matters:

- a. Diagraming is one of the best means of teaching grammar.
- b. Explanations should be substituted for definitions—explanations and examples being a far better way for conveying ideas.
- c. The following sequence should be used:  
Study of kinds of sentences according to use.  
The eight parts of speech.  
Parts of the sentence.  
Phrases and clauses.  
Kinds of sentences according to form.  
Detailed study of parts of speech.



# CALIFORNIA COUNCIL OF EDUCATION

*Reports given at Annual Meeting, Santa Barbara, April 11, 1925.*

*See May issue Sierra Educational News, for additional reports.*

## REPORT OF EXECUTIVE SECRETARY

ARTHUR H. CHAMBERLAIN

*Showing priority of California in the development of modern educational organization—progress in other states—activities conducted through co-operative effort—the work of the year—a suggested four-year program.*

ACCORDING to custom you will expect my annual report at this time. I am hesitant, however, in consuming the time, as one day proves all too short in which to consider and adequately discuss your various committee reports and to transact necessary business. You are aware of the progress made in our organization the past year, and I shall be brief in recapitulation, omitting non-essential details and statistics. Emphasis will be placed on suggested plans for the future.

### Progress in Other States

Recently I returned from the annual meeting of the National Department of Superintendence at Cincinnati. Following this meeting I went further east in the interests of the Association, especially of the Sierra Educational News. On the return trip, particular attention was devoted to school work and to state educational organization in Pennsylvania, Nebraska and Colorado. These visits proved valuable to me and gave me a renewed appreciation of California's recognized leadership in shaping educational policies.

In Pennsylvania, with more than 51,000 members in her state association, a permanent headquarters has just been established. On the day preceding our visit a check for \$52,500 had been paid by the state association for a three-story building. This building, formerly occupied as a residence, is now undergoing alteration, some portions of it to be leased and others occupied by the association. In Nebraska we found a splendid organization with

all educational interests working together. In Colorado the state association at its last meeting followed California's lead and voted a \$3.00 membership fee, to enable them to develop their work and to change from a part-time to a full-time secretaryship.

### Beginnings in Association Organization

California has led in the reorganization of state educational associations. In the beginning our experiment was looked upon by many with some misgiving. To organize on the representative or delegate basis with a central council and board of directors, to establish the office of full-time secretary with a headquarters office, to undertake the publication of a magazine owned and controlled by the teachers themselves, and in other ways to develop a service organization on a non-profit-sharing basis and supported only by membership fees and by advertising in the official journal,—all this was adventuring in an untried field. And in addition to this, instead of convening in one large group, teachers of the state were assembled in sections so that distance could be overcome. For if the teacher cannot come to the association, the association must be carried to the teacher.

CALIFORNIA's experiment was watched closely. Our success led other states to establish the representative plan. Those states with volunteer secretarial service organized on the part-time plan, some of them later appointing full-time secretaries. Fees in some of the

states were increased from 50 cents to \$1.00 and later increased again. Illinois, Kansas, Iowa, Missouri adopted the plan of affiliated grouping and appointed full-time secretaries. Then followed Texas, Oklahoma, Pennsylvania, Washington, Minnesota, Nebraska, New York, Michigan, Wisconsin. California assisted in the reorganization of a number of these state associations, including Oregon, Nevada, Oklahoma, Utah, Minnesota, Michigan, Wisconsin. We also cooperated with other states, including Illinois, Texas, Iowa, Washington, Pennsylvania, Nebraska, Rhode Island, Kentucky. A number of states now have under consideration the question of reorganization with full-time secretaries, and are in correspondence with our office on this subject.

#### California's Priority

In the beginning, states that had been attempting to function with a clerk as secretary, or with a teacher who, while of high professional ability was not an executive, or who devoted only odds and ends of time to the work, soon saw the need of adequate business management. In education, as in the business world, the chief question is not primarily one of cost or of money expended, but rather that of returns secured from the investment. Minnesota chose as state secretary a national leader, a former state superintendent of schools; Illinois, Pennsylvania, Iowa, New York, Nebraska, chose successful city school superintendents. Other states where progress is marked, chose for secretaries those who had served as educational executives and leaders in their respective fields. With a tried educational executive as state secretary, and with proper co-operation of the teaching body and the state department of education, the possibilities for accomplishment by the state association are beyond measure. With California as the first state to organize on the representative basis, the movement has spread, until today there are 28 states so organized and with full-time secretaries.

A few months past we were called to the state of Washington to assist in a legislative campaign similar to our well-remembered campaign against Constitutional Amendment No.

13. For the first time the teachers in the Washington State Association were meeting in sections rather than in one center only. All members of the Association seemed to be pleased with this arrangement. The educational forces were successful in their campaign in Washington. Had they not been, the effect would have been disastrous to future development in California.

I mention this matter in connection with points brought up heretofore merely as illustrative that only as the states function effectively in their professional organizations, can we hope to carry out our national program in education. In the same way, we strengthen our state and local work by assisting other states and in co-operating

in the national program. California has one of the highest percentages of membership in her state association. We now carry the largest N. E. A. membership of any state. Ours is a call to service. We help ourselves by helping others. The N. E. A. needs 200,000 members at once. In my recent visit at Denver, with President Newlon of the N. E. A., I assumed responsibility for promising that our California membership in the N. E. A. would this year reach the 20,000 mark.

#### State and Nation Co-operate

IF possible, California next fall should assist certain other states in their plans for reorganization and for building up membership in their state and national organizations. We feel sure that both state and national memberships could thus be increased 30,000 to 40,000 and that the 200,000 mark in the N. E. A. could be made an accomplished fact. Our priority in the field of organization and the fact that we have served as a model to some extent, leaves us with a responsibility we cannot put lightly aside. But with all that has been accomplished thus far through state organization, we have as yet touched few of the possibilities in this field.

We have only begun to fight in the matter of child labor, federal support for education, and in interpreting education to the public. Organization, vision, and leadership, will eventually dethrone selfishness and commercial exploitation and elevate to their proper places child-

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hood and service for humanity. Let California continue to be the leader.

#### Time Required for Results

It is a human trait to consider the work of another as more attractive than one's own. You have all of you grown discouraged or disheartened at times, have wondered "what it was all about" and wished yourself in the position of another, forgetting that he too, if he is accomplishing anything worth-while, is subject to criticism, to reaction, and obstacles to progress. Too often the tendency is to lose one's poise and balance, to cloud the vision through loss of optimism and to become dissatisfied with and doubtful of one's own work. These observations are occasioned by the realization that no one,—particularly no one in an executive position,—must be impatient for results. To be truly successful, one must believe in his own cause, must be impersonal in his work, holding for principles rather than for persons. He must merit and have the co-operation and confidence of his associates. Such associates must also feel free to differ on plans and policies; but once a program or plan of action has been decided, they must ever be ready to carry it to a successful conclusion. The successes already achieved by the California Teachers' Association under our form of organization, are indicative of what we may hope to accomplish if we "work and faint not".

#### Membership

There has been a steady increase in membership of the C. T. A. during the past three years. In 1918 our membership was less than 8300. This increased to nearly 9000 in 1919 and to nearly 11,000 in 1920. In 1921 we exceeded the 14,000 mark, went to 15,600 in 1922, to over 17,000 in 1923 and reached 22,925 in 1924. The present membership is 23,421, and this should run to 25,000 before the close of the year.\*

#### Field Work

In a state as large as California, the problem of keeping in touch with all of our diverse interests is becoming increasingly difficult. There is more than enough to occupy the entire time of a competent field secretary. In the absence of such, your secretary has found it necessary to devote much more

time to travel than otherwise would have been the case. Through this method the office projects itself, so to speak, into the various parts of the state. By thus coming in contact with the different cities, counties and schools, the outstanding achievements and educational problems are noted at first hand, and through a central clearing house are carried to other parts of the state. These visits have a tendency also to bring to the new recruits a professional vision and outlook.

There are hundreds of schools and systems, many even of considerable size, that we have had no opportunity to visit. With the exacting demands made upon our office, an absence of three or four days or a week produces a difficult situation. Until the secretary finds it practicable to devote more time to field work or until a field secretary is appointed, the inability of the office to reach you personally should be attributed neither to carelessness nor design.

During 1924 and not including short distances, your secretary traveled in the interest of the Association a total of 31,821 miles. Added to this the mileage covered by Mr. Barr, Miss Boggess and Mr. MacCaughy on behalf of the Association, there was during 1924, a mileage traveled aggregating 44,393 miles.

#### Sierra Educational News

THE year 1924 was volume 20 of the Sierra Educational News. The 10 regular issues for the year contained a total of 736 pages or an average of more than 73 pages per issue. The total number of copies printed was 232,100, an average of 23,210 copies each month. In these

10 issues there appeared 328½ pages of advertising, an average of 32.85 pages per issue.

During the year there was a total of 196 contributors to our pages, 45 of whom were from outside the state and 151 from within California. Many of these contributors are national leaders. There were published 212 major articles. To this is added 106 book reviews, numerous reports of committees of the State Council

of Education and of the Section Councils, reports of C. T. A. and of national meetings, conferences and conventions, articles in the official department of the Congress of Parents and Teachers, notes and comment gleaned from important happenings in California and throughout the nation and 42 signed

*In field work,  
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\*Membership on May 26th is 23,725.

editorials relating to current educational matters. Of various especially prepared articles, two related specifically to kindergarten education, nine to the elementary field, nine to secondary education, two to junior high school problems, seven to the curriculum, four to rural education, nine to problems of organization, administration and school finance and 18 to the more professional aspects of teaching.

#### Early Leadership

Any place that the Sierra Educational News has made for itself in the field of educational journalism is owing largely to the splendid advice and assistance rendered by friends of the Association. In the earlier years we were constantly in touch with Dr. Lange, who each month gave sound advice, in the capacity of chairman of the Advisory Editorial Board. Many there were who said we could hope to accomplish nothing of a substantial nature through the columns of the magazine. They insisted that it must deal in lighter things and be the channel through which to carry to the members of the Association news items of personal interest to teachers and superintendents, changes in position, lists of new appointments and the like. Our own expressed belief, that the magazine should deal not in personalities but in principles and policies, and should attempt not merely to record such policies but should also help to shape and direct such policies, was so strongly reinforced by Dr. Lange and other leaders that we had the courage to proceed.

#### Placement Bureau

**T**IME and experience are necessary for the satisfactory development of any project. More than a dozen years ago, forward looking members of this organization realized fully that to be of the greatest service to the profession, effort must be made to bring together the worthy teacher seeking a position and the School Board desiring the teacher. Heretofore, this service had been entirely on a commercial basis. Principals, superintendents and others who had been assisted in appointments through the office of a commercial agency, naturally sought to secure teachers through the same channel. These private commercial agencies rendered a distinct service. Most of them could be depended upon to recommend only men and women of proper training, experience and professional standing. The whole point at

issue was the fact that with the salary already inadequate, a teacher should not be required to pay \$50.00 to \$100.00 or more for information leading to a position.

In developing the Teachers' Placement Work of the C. T. A. we have been forced in this activity, as in others, to go forward with little precedent. It was a "cut and try" proposition. Many school administrators and employing boards are taking all the factors into account, and first seek the aid of the C. T. A. Placement Bureau when needing teachers and are consulting commercial agencies only if they find registered with us no one to meet their needs. We now find it necessary to charge those for whom positions are secured, 2 per cent of the first year's salary. This is less than one-half the regular commercial agency commission. When employing boards and superintendents more generally seek our aid, then many more teachers will join the Bureau, and we will be able to reduce this charge, as the increasing volume of business will mean a reduction in overhead expenses.

#### Serving the Children

While the placement feature of our organization is, like other activities, a service enterprise, and while all phases of our work are on a non-profit sharing basis, the so-called professional side cannot be divorced from the business side. Our work must be conducted on strictly business principles. On the other hand, quantity of business must never be secured at the expense of the children or the schools. Our function is to secure permanency in placements. Teachers must never be urged to change location unless professional necessity demands it. Looked at from all scientific and professional angles, and to the end of securing for a given position the one available person best qualified, it can be easily understood that there are tremendous problems to be overcome which only those of long experience can properly handle. Unless in the last analysis the school children and school boards are adequately served through the Bureau, it has little excuse for existing. A number of states are now studying our experience with a view to instituting such service in their respective organizations.

#### Local Autonomy vs. Centralization

**A**n element of strength in our organization is the initiative and autonomy accorded the various sections. A section may carry on un-

(Continued on Page 435)



## KINDERGARTEN SYSTEM

*The International Kindergarten Union—the Nursery School idea—Bridging the gap between kindergarten and first grade—the kindergarten and retardation.*

A REPORT from this Committee was submitted to the State Council April 14, 1923. It very briefly touched the history of the Kindergarten and the breadth of its development in relation to world service rendered in the field of education.

The outstanding organization promoting such development is the International Kindergarten Union. Certain statements about it bear repeating in connection with subsequent events, and one demands correction. We make the correction first. There was no official organ in 1923. News and addresses appeared in the Kindergarten-First Grade Magazine, published by Milton Bradley Company. Now, however, the International Kindergarten Union supports a magazine of its own, "Childhood Education."

Up to July, 1923, the International Kindergarten Union was the only international association for education in the world. It held that place for thirty years, having been organized in Chicago in 1892. In June and July, 1923, the World Federation of Education Association was organized. California has distinctly placed its mark on both these organizations, for San Francisco gave the former its first President, Mrs. Sarah Cooper; and the latter was the crystallization of an International Conference held in San Francisco.

### Barbara Greenwood

Miss Barbara Greenwood, a member of the Executive Board of the International Kindergarten Union, in a report of an Eastern trip published in the March Bulletin of California Kindergarten Primary Association, Southern Section, states that "the International Kindergarten Union is truly international as it has branch organizations as well as associate members scattered throughout different countries. . . . Altogether there are about thirty thousand members with thirty working committees, each doing a specific work along the lines of scientific investigation." It is stated also, that the International Kindergarten Union has established headquarters in Washington, D. C., during the past year, and that a very important decision on the part of the Board is the taking out a membership in the World Education Federation and the sending of a delegate to the Conference at Edinburgh in July, thereby

enabling the Union "to be a part of the world movements in Education."

### International Convention

The Annual Meeting of the International Kindergarten Union will be held in Los Angeles from July 9th to 11th, 1925. Ten days later the World Education Federation will meet in Edinburgh.

While California has played and is continuing to play its part in fields abroad, it has also given expression to its progressive spirit at home by the creating of a California Kindergarten Primary Association. Southern California has been especially active in this as well as in other Kindergarten progress. The initial meeting was held in San Francisco in July, 1923. A second meeting was held in Fresno in October of the same year. The first Annual Convention was held at Santa Barbara, March 27th of the present year. In reporting this meeting, the Los Angeles School Journal states that "The large number of representatives from every section of the State gave evidence of the interest in education for young children. Those in attendance included representatives from the University of California, Southern Branch, the various State Teachers' Colleges, and the cities and towns throughout the State. For the success of the convention, credit should be given to the following officers, who have given generously of their time and energy in launching the new organization: Miss Katherine L. McLaughlin, President; Miss Florence Morrison, Secretary, and Miss Anna Stovall, Treasurer."

### Nursery School

IN reviewing the activity of the associations just discussed note is made of two important features. One concerns development of nursery schools. Here we quote again from the Bulletin of California Kindergarten Primary Association, Southern Section:

"The nursery school idea is developing quite rapidly throughout Eastern cities, where all educators, from university leaders down to teachers beginning their training, are actively interested in the growth and education of young children.

"The chief exponents of nursery school education in New York are Teachers' Col-

lege, Columbia University and the City and Country School. Teachers' College has two groups of children below kindergarten age in the Horace Mann School and several others under its supervision in the various parts of the city. The City and Country School, in charge of Miss Pratt, receives children as early as two years of age. This school is a real workshop with each child busily engaged in his own problem. Reading is not introduced until the children are seven years of age, when they advance rapidly because of relief from the strain which comes when reading is required at too early an age. Special emphasis is placed upon excursions to various points of interest and opportunity is provided for many other valuable types of activity, among which are manuscript writing, art, cooking, carpentry and music."

#### Bridging a Gap

The second feature noted is that of bridging the gap between Kindergarten and First Grade. One element involved in this phase of the System as now operating is the passing of chil-

dren from one to the other according to Chronological age. The Committee has nothing to offer at this time on the progress of solution except to say that the training of teachers, kindergarten and primary grades by the Teachers' Colleges, and the placing of teachers so trained in primary schools will help very materially in adjustment. Miss Madeline Veverka, Primary Supervisor of Los Angeles refers to this phase of the situation in an article in which she states that "the new State Course of Study provides an interlocking course covering two years in kindergarten and three years in the primary grades." This will inevitably carry the best the kindergarten has to offer in its attitude toward child training into the first three grades. The adjustment will be far from smooth, however, as long as children enter the first grade at six years of age, regardless of mental development.

At this point a study can profitably be made of the part the kindergarten plays in lessening retardation.

ETHELIND M. BONNEY, Chairman,  
FRED M. HUNTER.  
PAUL E. STEWART.

## SOCIAL STATUS OF TEACHERS

*Miss Jacobson's committee presents a stimulating report concerning the expanding work of the Teacher-Citizen Friendship League. A notable feature is the Speakers Bureau, which interprets the work of the schools to the community.*

**A**S MANY will perhaps recall, the report last year of the Committee on the Social Status of Teachers dealt with the organization in Los Angeles of the Teacher-Citizen Friendship League for the promotion of mutual understanding and co-operation between the teaching and civic groups, and for the advancement of peace through education. It was felt that only as they assumed their rightful place as leaders in the community, could teachers attain and retain an established status of recognized social equality.

The League was composed of non-sectarian, non-political organizations and individual citizens, one-half the members of the Board of Directors to be composed of educators and one-half of other citizens.

After the first tentative organization, a permanent constitution was adopted, and permanent officers elected in May, 1924. These officers and affiliated organizations are as follows.

President—Jeannette Jacobson, President, Los Angeles City Teachers' Club.

First Vice-President—Orra Monnette, President Los Angeles Library Board and of the Bank of America.

Second Vice-President—Susan M. Dorsey, Superintendent of Schools.

Third Vice-President—Mrs. Chas. S. McKelvey, Parliamentarian, L. A. District, California Federation of Women's Clubs.

Recording Secretary—Walter B. Crane, Past President, California Teachers' Association, Southern Section.

Corresponding Secretary—Irving Raybold, Past President, High School Teachers' Association.

Treasurer—Mary E. Frick, Los Angeles City Teachers' Club.

#### Directors

Dr. Remsen D. Bird, Former Chairman of Education Committee of Chamber of Commerce and President of Occidental College.

Eugene Weston, Jr., American Legion.

Mrs. Helen M. Laughlin, Dean of Women, University of California, Southern Branch.

Mrs. Augusta W. Urquhart, State President California Federation Women's Clubs.

J. W. Buzzell, Executive Board, Los Angeles Central Labor Council.

Mrs. Frank Gibson, Vice-Chairman, Women's Athletic Club.

E. W. Oliver, High School Principals' Club.

C. J. Reinhard, Elementary Principals' Club.

Mrs. Chas. S. Turner, President Women's University Club.

Mrs. Mab Copeland Lineman, representing unorganized members.

#### Chairmen of Committees

Civic Affairs—Edward Owen, Secretary and Organizer, 100 per cent Register and Vote League.

Sub-Chairman for Education—Chas. Barclay Moore, Principal, Franklin High School.

Clubs—A. A. Bert Butterworth, Past President, Los Angeles Ad Club.

Rules—A. R. Clifton, Superintendent, Monrovia Schools.

Peace—Robert A. Odell, President, Los Angeles Board of Education.

Membership—Mary B. Murray, Assistant Supervisor of History, Los Angeles Schools.

Publicity—Dr. Marian Tracie Whiting, Chairman, National Better Homes Committee.

#### Friendship Luncheon

A BIG Friendship Luncheon under the auspices of the Los Angeles City Teachers' Club was held in the ballroom of the Ambassador Hotel, December 16th. The guests of the occasion were the Board of Directors of the League who unanimously voiced their warm appreciation and confidence in the purpose of the League and their active interest in its success. The meeting was an eloquent testimonial to the need and power of community friendship. The special speaker at the luncheon, invited from New York, was Mrs. Nancy M. Schoonmaker, who, as official representative of 8,000,000 organized American women, had been sent abroad to study the condition of women in Europe. Mrs. Schoonmaker made a powerful plea in behalf of world friendship and peace.

#### Speakers Bureau

A Bureau of Educational Speakers has been organized by Mrs. Charles Barclay Moore, Chairman of the Educational Committee to acquaint interested organizations with the actual accomplishments of the public schools. Among the subjects covered are the following:

Citizenship with a special view to self-government and charitable work in the foreign

districts; the Kindergarten; Interpretation of the course of study of the elementary schools; the High School Curriculum in its relation to a finer, broader citizenship; Part-Time, Vocational, Corrective Education; Evening Schools; Music and Orchestra; Art; Government; Americanization including special School Finances, and the Schools from the viewpoint respectively of Board of Education, Superintendent, Principal and classroom teacher, etc.

On March 22nd, a meeting was held at the Playhouse Theatre under the joint auspices of the Friendship League and the International Institute. The very valuable program consisted of three speakers on American Education in the Levant: Mr. Bayard Dodge, President of the American University of Beirut; Dr. Edward St. John Ward, Dean of the Medical School of Beirut, and Mrs. Herbert Adams Gibbons, author, Near East worker and wife of the famous journalist and historian. American educational institutions, to quote their literature, are "broadcasting international good-will in the Near East from five important stations" Robert College, the American University of Beirut, Constantinople Woman's College, International College of Smyrna and Sofia American Schools.

So significant is this successful and little known phase of American education in the Bible lands that the Board of Directors of the Friendship League has authorized the printing of folders for the dissemination of this information to educators, clubwomen and interested citizens.

Representatives of the League will be present at the Convention of the World Federation of Education Associations to be held in Edinburgh this coming July and will report at a meeting on their return. On May 11th, there will be the annual meeting of the Friendship League for the election of officers for the ensuing year.

Owing to the demands upon our time and energy of a strenuous legislative campaign which has rightly taken precedence of all else, the Friendship League has not received its expected measure of attention. However, with Tenure secure and the Deuel Bill and Amendment most decently buried, we feel the cause of community friendship will be ready to take on a new lease of life the ensuing year.

JEANNETTE JACOBSON, Chairman.

WM. JOHN COOPER.

(EDITH McGEORGE),

No longer on Council.

## SABBATICAL LEAVE FOR TEACHERS

*Substantial progress has been made in the facilitating of sabbatical leave for teachers. The value of such leave, to the pupils and the schools, is unquestioned. The main problems are those of technique and legal arrangements. These are being capably met by progressive communities. The Council Committee has made an excellent report.*

### Object

PRIMARILY, the sabbatical leave has for its purpose the encouragement of the professional improvement of teachers. It is not the only means, but it is, in many respects, one of the best. During a leave period, the teacher has a full year or half year in which she is free to devote all of her time to study or travel. Two secondary objects may be noted (1) teachers who are physically unfit may be restored to health and thereby saved to the profession for further service (2) the leave period of regular teachers will provide training for prospective teachers.

### Spread of the Idea

The plan of granting a leave of absence after a period of service with or without pay is not a new departure either in this country or in Europe. Harvard began the practice in 1880. Today there are many universities and colleges which grant leaves although in numerous cases the pay is forfeited.

In Europe, it was the custom to grant leaves to language teachers for the purpose of studying in other countries. Before the war, Prussia led in granting subsidies to her teachers for this purpose.

In America, the pioneer city was Cambridge, Mass. We quote from an article, "Sabbatical Leave for Public School Teachers" by Hedrick and Touton in the Los Angeles School Journal, October, 1924: "In 1896, a certain teacher in that city wanted to travel abroad a year for purpose of study. He suggested to the Cambridge School Board that teachers who had completed a certain number of years of service in the system be allowed a year's leave of absence for study and travel, and that the teachers in question be allowed to provide a substitute out of their salaries. His plan was considered and a similar one adopted."

Since that time some form of sabbatical leave has been adopted by Boston, Brookline, and Gloucester, Mass.; Newark, Jersey City, and Trenton, N. J.; Richmond, Va.; Buffalo, Schenectady, Syracuse, New Rochelle, and New York City, N. Y.; Durham, N. C.; Minneapolis, Minn. There are doubtless others.

While not granting sabbatical leave as such,

there is a number of cities that offer encouragement to teachers in taking leaves by paying the cost of tuition in a university or college; by increased salary or by some other form of reward. A typical instance of this kind is Omaha (1919-1920) which grants a bonus of \$50 for 5 credits earned in a university, college or normal school, and a salary increase of \$100 for six units earned in any one year up to three such increases.

### Variations in the Plan

Details of the plan vary in the different cities but the usual period of service is seven years, leave being granted the eighth year. The teacher must agree to remain from one to three years after return from leave or return a proportional amount of the money. The general rule for salary is one-half of the regular schedule. The following examples are typical: Boston. Leaves may be granted for study and travel after seven years of service and one leave for rest after twenty years of service. Teachers on leave shall report to the superintendent the manner in which the leave of absence is employed. The teacher agrees to remain three years after the expiration of the leave. Teachers on leave receive one-half the usual salary.

Rochester, N. Y. (1918).—Applicants must state the definite purpose for such leave of absence; must report to the superintendent during such absence; agree to remain three years after return from leave or refund. Leave granted for not less than one semester nor more than one year in eight years. Salary shall be one-half the regular salary but not to exceed \$1,000. Not more than 15 teachers shall be granted leave in any one year. Minneapolis, Minn., grants leave for one-half year with half the regular salary. Leaves are granted after ten years of service. The number permitted on leave at any one time is limited to 1 per cent of the total employed.

### Cost of Operating the Plan

OWING to the short period in which the plan has been in existence and the variations that obtain in different cities where the plan is in operation, there is little exact in-

(Continued on Page 441)



## WINFIELD SCOTT THOMAS



**T**HE recent death of Professor Winfield Scott Thomas, for many years assistant professor of education of the University of

California and University examiner of high schools, is a bereavement to his host of friends throughout the West. Professor Thomas, who was 64 years of age at the time of his death, was born in Red Point, Maryland and went to school at Dover, Del. He was graduated from Johns-Hopkins University and spent three years in post-graduate work at Columbia University.

He came to Southern California in 1891, where he taught at Chaffey College, which was connected with the University of Southern California. Professor Thomas served for several years as superintendent of schools in San Bernardino and was principal of the Petaluma High School and Merced High School.

In 1903 he came to Berkeley and accepted a position in the education department of the University. He has been ranked among the most progressive educators of the state and was considered a noted authority on school work, particularly that of high schools.

## DISCIPLINARIAN OR FRIEND

MARGARET ROMER

Teacher, Memorial Junior High School  
San Diego

**S**OME teachers are noted for rigidity of discipline, others for their friendship with the pupils. Seldom are these two traits common to one teacher. The disciplinarian usually is considered the better teacher. Is this really true? The teacher who maintains soldier-like discipline never gets close to her pupils' hearts. Johnnie's heart may be breaking because his mother is at the point of death. The disciplinarian does not know this and disciplines John the more because of his unlearned lessons. Perhaps it is Mary's birthday; she is justifiably excited over that new string of pearls Dad gave her. Blanche is inefficient because her favorite sister died a few days ago. And so it goes. Each child has his troubles and joys entirely outside of the school affairs. But the child carries these joys or sorrows in his heart; they affect his work. He does not confide them to the disciplinarian who orders the school room. He chokes down the lump in his throat and is silent.

On the other hand, consider the teacher who makes friends of her students. When joy or sorrow comes to the pupil who if fortunate enough to be in her class, natural is the im-

pulse to tell it to the friendly teacher. If the student is in need of guidance through some life problem, the friendly teacher has the opportunity to perform this sacred mission.

## Self-Control the Aim

The disciplinarian has little influence outside of the class room. Discipline imposed in school does not always carry over into life outside. It is imposed autocratically from above and not grown lovingly within. The friendly teacher brings out self-control. The disciplinarian gets order by the force of her authority.

It is easier by far to be a strict disciplinarian because the teacher's position gives the necessary authority to rule with an unquestioned hand. Few problems arise for such a teacher because she does not search for them. The teacher who is looking for an easy job resorts to the autocratic method. But the friendly teacher sees in her position an opportunity to do some real, big work in the world. She has infinite possibilities. She may make a business man, a professional man or a statesman of a boy who, without such inspiration would have been a mediocre cog. She may inspire her girls to be worthy, useful women. This is not a dream but work that is being done every day. By the formal disciplinarian? No. By the real, friendly teachers of the country. May God bless and guide them!

## REPRESENTATIVE SCHOOL BUILDING PROGRAMS

## A NATIONAL SYMPOSIUM : CONTINUED

## SACRAMENTO, CALIFORNIA

**S**ACRAMENTO has been working along a well defined building program for the past ten years, involving the expenditure of five and a half million dollars. A survey was made of the city. Provision was made for the location of new buildings in the best interests of the children and for the most economic maintenance, regardless of old buildings and sites. An architectural competition was held to determine the best possible building type. The results have been that our school department, from the building standpoint, has been entirely reconstructed.

We have twelve new elementary school buildings of the unit type, some of which are entirely complete. The others will be completed as funds are available and the demand made for more room by the community from which they draw. These buildings are beautiful, safe, and constructed for the type of school service they are expected to render. In all of these schools the Companion Class Plan is in operation, which calls for duplicate use of the class room and special rooms for special subjects.

At the present time and in accordance with the general school plan, we are adding a unit of 12 rooms to one of the buildings. In rebuilding and reorganizing, the problem of site played a prominent factor. In the congested old city limits, all sites consist of a full block. In the residential district they consist of from five to six acres.

## A New High School

Sacramento has built and occupied for the first time this year, a new High School on a 30-acre tract with every modern convenience, the total cost of which was \$1,540,000. A re-

cent bond issue has made it possible and plans and specifications are about ready for the building of a Junior College on a site of 60 acres recently purchased. The total cost of this improvement will be \$596,000.00. This is built on the unit plan and additions will be made to it as the school grows.

**F**ROM California to Maine,  
the public school building  
program is one of increasing  
magnitude, as fresh legions  
of children crowd the schools.

THE  
AMERICAN  
SCHOOL HOUSE  
IS  
AMERICA'S  
FINEST SYMBOL  
OF  
DEMOCRACY

Our bond issues are about used up but it will not be long before our rapidly growing city will have to have more money for elementary school equipment. The City of Sacramento has been very fortunate in being able to entirely reconstruct its school buildings and it can now claim a system of school buildings equal to any in the country. The people of Sacramento are very proud of their school buildings.

CHARLES C. HUGHES,  
Superintendent of  
Schools.

## TULSA, OKLAHOMA

**A**T a special election in February, 1924, the people of Tulsa, Okla-

homa, authorized an issue of bonds in the sum of two million dollars for the erection and equipment of new school buildings and additions to old buildings. With the proceeds of these bonds, some moneys left over from an earlier bond issue, and moneys to be saved from current income the Board of Education has undertaken a building program which will cost approximately \$2,750,000. When the program is completed the schools of Tulsa will be organized on the 6-3-3 plan with platoon organization in grade schools and junior high schools. The city can then house adequately all its school children.

The program includes five junior high schools for 4,000 pupils; four new buildings and additions to one grade building to fit it for junior high school use; two new grade buildings to take the place of older buildings to

be abandoned; four rooms, the first units of grade buildings, at each of three new sites, and additions to several old buildings.

#### Swimming Pools

The plans for the new grade buildings and for two of the junior high schools are for one-story buildings. The other junior high schools will have two or three stories. All the junior high schools are to be equipped with manual arts shops, laboratories and kitchens for home economics, auditoriums, gymnasiums, and cafeterias. When completed, all will have swimming pools, though the swimming pools must be omitted in most of the junior high schools at first. All buildings, both for grade schools and for junior high schools, are so planned that they can be enlarged almost indefinitely. All new sites include from five to ten acres, thus affording ample space for playgrounds and school gardens.

The erection of the new manual arts shop

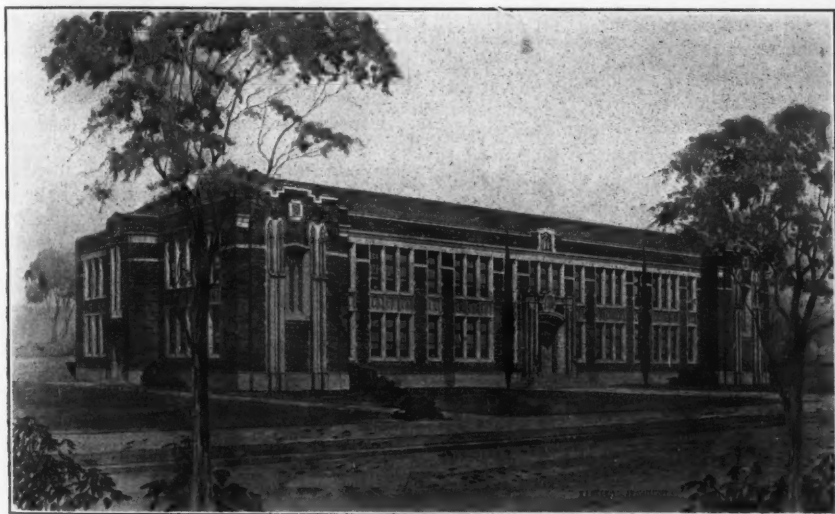
makes it possible to remove most of the manual training work from the Central High School, thus relieving the space of 17 rooms for science laboratories and for classrooms. The school now enrolls about 3500 pupils. With the new space acquired by the removal of the manual training work, the building will accommodate 4000 students.

P. P. CLAXTON,  
Superintendent City Schools.

#### JERSEY CITY, NEW JERSEY

THE Board of Education has a new building program which embraces three junior high schools, replacing three grammar schools. The Henry Snyder Junior High School, opened in September, has seventy rooms. Of those in the new building program, the first school is to have sixty-four rooms, and the second and third schools forty rooms each.

JAMES A. NUGENT,  
Superintendent of Public Schools.



MODESTO JUNIOR COLLEGE, MODESTO, CALIFORNIA.  
W. E. Faught, City Superintendent and Principal.

THE World Federation of Education Association's Biennial Convention will be held in Edinburgh, Scotland, July 20 to 28, 1925. For further information write to the C. T. A. central office, 930 Phelan Building, San Francisco.

## IN MEMORIAM E. MORRIS COX (CONCLUDED)

**I**T is beyond the poor and halting power of mortals to do more for one who has passed into immortality, than honor his memory. It is only when our friends and companions are living that we may reach their mortal hearts with messages of appreciation and regard. And when a friend or companion has been called to his eternal home, after a life of unselfish service, our weak and inadequate eulogies are drowned in his ears by the perfect eulogy of the Almighty Father.

I realize that what I have to say today will not be heard by our friend and leader who has left us. There is no need for him to hear. In the realm of eternal things to which he has gone, methinks I hear the chant of a heavenly choir—"Well done, good and faithful servant. Enter thou into thy reward." While I regret I can not make the words that interpret my heart throbs heard by him who has passed on, I find comfort in the thought that he is listening even now to the loving heart throbs of the Perfect Eulogist—the Father of all. The words we speak today can not be wafted to the realm of spirit,

*"Past flaming bounds of Time and Space,  
To living Throne and sapphire blaze  
Where Angels tremble as they gaze."*

The words we utter must be addressed to the living and it is well they should be. It is as Morris Cox would have had it be if he had ordered these ceremonies. His whole life shows that his first thought was of others, not of himself. That life spent in the service of others he would now have used for the benefit of others. With his life as a text, how splendid a vision of life might be interpreted to the living if we only had the powers!

I knew Morris Cox as a friend, fellow worker, leader and wise counsellor. I knew him from the time I entered the teaching work twenty-four years ago until the day of his demise. He was throughout those years the same in all the essentials of character. He was always self-contained, clear visioned, determined in the cause of right, self sacrificing, loyal and faithful. God gave him a quickened conscience to live with, and at the end of life, he and his conscience were as pure and chaste as they were at the beginning. Right causes made a singular appeal to him and once enlisted therein, he labored without ceasing to advance them.

I know no man who regarded ideals more seriously.

His broader professional work was done in the California Teachers Association. I recall him at Fresno in 1907, handling with remarkable skill, the plan for the reorganization of the California Teachers Association. For hours he was on his feet answering queries, urging arguments. It was his skill and understanding that won the day and gave us our present great organization. Later as president of the California Council of Education, he guided professional affairs in California in a matchless manner. He had a part in the making of every professional policy during the last three decades. His voice was potent in all councils. No man in California has been given more respectful attention than he, by state legislators and executives. Great and good men listened to him.

There is now a vacant place at our council table. We miss our friend Morris Cox more than words can express. The voice to which we listened for wise counsel is stilled. Nevermore will that voice sound forth on this earth the words that so often stilled the storm and brought order out of disorder. We have lost a beloved leader and faithful friend. Our profession has lost a guide and mentor. The state has lost a statesman who laid the foundations of a better state. But he has not left us without a legacy. Indeed he has left us a legacy that is priceless—the legacy of his life of service.

WILL C. WOOD,  
Sacramento.

**I**T was my pleasure to know Morris Cox during the last eight or ten years of his life. I met him on two or three occasions before I was called to my present work in Berkeley. One of Mr. Cox's outstanding characteristics, which always impressed one from the moment of meeting him, was his conscientious thoroughness. Whatever he did, he did with his whole soul. He tried to know all about it. He tried to examine a question or problem from every standpoint, how it would work in practice, how it was supported by theory, whether the good it would do would justify the cost. A second characteristic was his willingness to give untiringly for the benefit and good of others. This was evidenced in his willingness



always to share his experiences with others. I have known of his writing at great length a mass of data to answer a question which someone in need had asked. I have known him to drive great distances to speak where he thought he could be of help. His outstanding unselfish service, of course, was as President of the California Teachers' Association where for many years he gave literally weeks of his time in order that the profession of teaching might be advanced in California.

His going takes from our leadership in California in very serious ways. He had lived a rich and abundant life, however. He is, therefore, entitled to all the rewards which the future life may carry for those who have labored so self-sacrificingly and so abundantly for others.

H. B. WILSON,  
Berkeley.

THE passing of E. Morris Cox is indeed an irreparable loss to the cause of education in California. I count it one of my greatest privileges to have known him for nearly twenty years. A mind such as his is rarely found.

California's enviable educational standing in the nation is due in a large measure to the educational statesmanship of E. Morris Cox.

C. J. DU FOUR,  
Alameda.

### CITIZENSHIP

D. W. ADAMSON

Principal, Simi Valley Union High School  
Simi, California

CITIZENSHIP is more than patriotism. It is more than the combined economic, social, and moral forces of a people. It is socialized growth.

Citizenship enables the individual to fulfill the responsibilities thrust upon him by a progressive civilization. Nevertheless it is not a constant at which one can arrive one hundred per cent by rule of thumb.

Citizens are grown; not, as a former imperial government made believe, moulded, grown through an educational process which reaches the latent powers of a people. Such growth is conceivable through faith and vision; practical through work and sacrifice.

Citizenship signifies membership in a group. By virtue of birth the child is first a citizen of the family-home-group. The family group is responsible for the social growth of the child. For this reason any plan for citizenship will

consider the continuation of the individual child's relationship to his group.

Education in the home is a natural process which keeps pace with growth. Too often the school builds on a foundation other than the natural education of the home. The removal of the child from an environment of natural education frequently thwarts the entire program of education for citizenship. Present-day education, in many cases, does not harmonize with the natural growth process of the child. Instead of drawing out his natural inherent qualities it seeks to pour in, or, at least, to have him re-absorb that which the experience of the race has already implanted in him.

The school, then, can be a citizenship laboratory which will take the child through the actual experiences involved in harmonious group life. He will be given opportunity to take part in the affairs of life which appertain to his particular stage of childhood. That is, he will be permitted to live his life today and not have it projected into the future for him by some system of adult education.

### Creative Action

A school for citizenship will be a little community in which the best things of the group life truly are made part of the work-a-day world. Such a community leads the child to understand family life by participating in home-making; helps him to visualize his interdependence by having him join the various groups of workers; stimulates his creative ability by producing worthy things or valuable services; satisfies his desire for government by organizing a student-body association; and spurs him on to higher and nobler things by creating student charities.

Education for citizenship, as such, has broken with formal education. It gives birth to real freedom of thought, yet spreads the gospel of a decent respect for the opinions of mankind. It repudiates him who would impede constructive progress by inhibiting new thoughts and new ideas. It shows that citizenship is based on truth and upon an enlightened public opinion. From a clash of ideas, thoughts, and opinions Democracy stalks forth.

### SHORT CUTS

THE royal road to success would have more travelers if so many weren't lost attempting to find short cuts.—H. C. Calvin.

## DETROIT'S DYNAMIC VISUAL PROGRAM

W. W. WHITTINGHILL, Visual Education Department,  
Detroit Public Schools

THERE are many unwieldy factors which serve as drawbacks to the film programs of our various cities at the present time. These difficulties greatly hinder and delay the use of films in many schools. These various situations need to be investigated and worked out in order to improve the conditions for better use of films. The fire hazard is rapidly being overcome. Fireproof booths take care of this difficulty. Commercial and educational organizations are beginning to have a better understanding of the film situation both from the commercial (production) and the educational (authentic) point of view.

The organization of the Activity Channels of the Detroit Film Program makes possible a co-operative working relationship between all the various departments. We have found that co-operative deliberation on all the "factors" and "difficulties" of the film program by all the departments has brought about working technique of service which gives maximum results under our present day conditions.

The school population of the city of Detroit is about 163,000 children. The mayor of Detroit favors an educational program broad enough for the proper training of all the children. The Board of Education consists of seven members. They have the large responsibility of the entire educational program of the city. Their attitude has been very favorable toward the Department of Visual Education.

The Superintendent of the Detroit Schools is the man selected by the Board of Education for putting into action the policies of the board. It is with his large administrative staff that this responsibility is carried out. The

Assistant Director in charge of supervision of instruction has the responsibility of the integration and correlation of the various departments with the schools. All materials, schedules of experimental work, etc., must have his approval before being placed in action. His constructive suggestions and assistance

greatly aid us in putting across the film program.

#### Visual Department

The Department of Visual Education is divided into several departments. The slide program department, the delivery department, the projection and repair department, educational exhibits, administrative section and the film program. The purpose of the program is to make available to the schools, films which will stimulate interest and effort on the part of the children. The greatest value lies not in the teaching of facts, but in stimulating the imagination of the children and leading them to form purposes to do some creative work.

Modern education has emphasized the need of experience as a starting point for the formation of purposes, and pupil activity. The film furnishes an excellent method for giving experiences of places and facts which the child cannot possibly know first hand. The film is by far the most impressive form of vicarious experience of which we have any control, for large scale application.

#### Teacher Training

Teacher training and standardized equipment, although very different in their original nature, have a direct relationship. The auditorium teachers are responsible for the showing of the films. It is very necessary for the showing all about the film program from the point-of-view as an auditorium activity in the platoon

(Continued on Page 447)

*THE rural school and the elementary grade teacher are in as great need of abundant and readily-available visual materials, as is the high school and the college.*

VISUAL  
EDUCATION  
IS A TOOL,  
NOT  
A FAD

## THE NATIONAL EDUCATION ASSOCIATION CONVENTION

Indianapolis, June 28-July 4, 1925,

William P. Dunlevy, State Director

## Schedule

**S**PECIAL Pullman leaving Los Angeles 7:45 p. m., Tuesday, June 23rd. Western Pacific Ferry Boat leaves San Francisco at 9:20 a. m., connecting with special Pullman leaving Oakland 10:00 a. m., Wednesday, June 24th, via Western Pacific "Scenic Limited" passing through the Feather River Canyon afternoon of June 24th, arriving Salt Lake City 4:30 p. m., June 25th, thence via Denver & Rio Grande Western "Scenic Limited" passing through Rocky Mountains of Colorado during the day of June 26th, arriving Royal Gorge 2:00 p. m., arriving Pueblo 4:20 p. m., thence Santa Fe to Chicago, arriving there 8:10 p. m., Sunday, June 28th. Leave Chicago 9:20 a. m., same date Monon Route, arrive Indianapolis 2:20 p. m., Sunday, June 28th.

## Railroad Fare

Round Trip, including "Feather River Canyon" and "Royal Gorge" \$99.24. Buy tickets from local agent reading Southern Pacific to Oakland; Western Pacific to Salt Lake City; Denver & Rio Grande Western to Pueblo; Santa Fe to Chicago and Chicago, Indianapolis & Louisville to Indianapolis, Monon Route, GOING, and specify return route desired.

## Through Pullman Fares

Lower \$25.50; Upper \$20.40; Compartment \$72.00; Drawing Room \$90.00. **Note:** These cars carry you through to Indianapolis without change.

## Delegates

California is accorded 35 official delegates, on the basis of membership in the N. E. A. In addition to these a large number of delegates will be named by various local educational organizations. If you are a delegate and your name has not been sent already to this office, please communicate at once with the State Director at 2924 Ash St., San Diego, and with the central office, 930 Phelan Building, San Francisco.

## LATEST WORD ON LEGISLATION

**A**T this writing, the Governor has signed few educational bills. The six that have received his attention and signature are as follows:

**Senate Bill No. 240—Senator Harris:**

Reducing the 27 subjects in the elementary curriculum to 12.

**Assembly Bill No. 64—Mr. Eksward:**

Provides an emergency appropriation to meet the deficiency in funds for vocational rehabilitation in co-operation with the federal government. Signed by the Governor January 22, 1925.

**Assembly Bill No. 132—Mr. Little:**

An act validating all types of schools which have existed for a year.

**Assembly Bill No. 135—Mr. Little:**

An act validating the boundaries of every school district which has been in existence one year to the passage of this act.

**Assembly Bill No. 394—Mr. Lyons:**

Enabling School Superintendents and school officials to administer and certify oaths relating to officers and official matters concerning public schools.

**Assembly Bill No. 1306—Mr. Cleveland:**

Providing for the reversion of unexpended balances of certain appropriations and funds in the text book royalty funds.

Bills that remain unsigned after May 29 "die" through "pocket veto".

# CALIFORNIA CONGRESS of PARENTS and TEACHERS

OFFICIAL DEPARTMENT

## THE NATIONAL CONVENTION AUSTIN, TEXAS

MRS. HUGH BRADFORD, State President

OF much interest were the inspiring addresses from men and women nationally prominent in education and social service. Mrs. A. H. Reeve, national president, presided at all the general sessions. The convention was most proud of its president who by her dignity and ability has put our organization at its best. Her report of her year's work was wonder provoking, that she was able to accomplish such results and travel to so many states, while at the same time editing the national magazine.

California carried off honors as follows: largest membership of any state, having 122,000. the largest donation to Child Welfare Day, \$1,835; the beautiful painting of the "Spirit of Motherhood" for best work in Humane Education; the largest number of national magazine subscriptions; the greatest number of national emblems sold. We were specially mentioned for our fine publicity work, our yearbook, our home department and our thrift work. Of the 185 delegates, there were 42 state presidents. There are now 47 states organized, including the District of Columbia; Honolulu has 7 associations and there are several in Alaska.

The P. T. A. is one of a national council of agencies devoted to child welfare. Future conferences will tend to eliminate duplication of effort, and stimulate more intensive study of our many-sided work.

### The School-Master

AT the evening sessions were heard such educators as Dr. F. D. Slutz, principal of the Moraine Park School, Dayton, Ohio, on the topic "A School-Master and the Twentieth Century." He emphasized the necessity of "humanizing education," of getting away from the mechanics, and studying the effect upon the child;—"not buildings, not formal arithmetic but children's lives concern us most. He said the present tendency is to be "jazz-minded"—

that we turn from one subject to another, without any effort at concentrated, intellectual study. Another characteristic of today is that of "crowd mindedness"—in which we seek our great moments in the thrills produced by crowds, rather than by finding our great moments in the pursuit of intellectual achievement. We must teach the ethics of workmanship. A shoe well-made should bring as much pride and honor to its maker, as some more spectacular piece of work. All education should be for social and personal adjustments. Each human personality is worth something. He spoke of our responsibilities to our nation and one remark brought laughter and appreciation as he said, "Some people think that as long as we keep quarrelling about our personal differences, we may neglect our duties."

"Service in our P. T. A., an open mindedness in religion, a faith in our great future, and a brotherly love should be our great motives."

### Ethical Culture

DR. Henry Neuman, director of the Ethical Culture School, Brooklyn, spoke on "Training for Citizenship in the home." His forceful address was most impressive. It is not enough to prevent crime, but we must work to secure a degree of excellence in conduct. Education, unless applied to conduct, does not make for better citizenship. We think children should be better today because they have more opportunities. Frankness and the press are both bringing many moral issues to general discussions, "What do we value and praise most? Money, or service? This is a point for our thoughtful consideration. "Our schools are only as good as we make them." "Freedom and equality" so freely spoken of in America, are valueless unless we realize they are but tools for use in developing an exalted citizenship."

Mr. John Bradford, of the Playground Association of America, gave several addresses on the value of play in developing character. "Play trains a child to make the decisions that build his character." "Play is a shock absorber for both adults and children." Families



that play together, stay together" were some of the emphatic statements he made.

Mr. Lorne Barclay, for eight years director of the educational program of the Boy Scouts of America, spoke on "The Child; His Nature and His Needs." This is the program used by our national organization in its study circles.

The convention gave the opportunity for two National Board meetings, at which time the national officers, chairmen, and state presidents, work out plans for the future. California was honored by having Mrs. J. W. Bingham, appointed as national chairman on College Extension for P. T. A's; and by the appointment of Mrs. E. R. Crum as national chairman of Home Reading circles; the California President was chosen to preside at the Presidents meeting. California's delegates were especially well received.

### A FAMILY TASK

MRS. GEORGE WALE, San Francisco

"WITH all the aid of specialists in the schoolroom and in the pulpit, with all the help of the press, the moving pictures and many varieties of the miscellaneous organizations and activities, the chief responsibilities of the education of the youth rest with the family. The most powerful member of the family in the training of the youth is the mother, of course. The family is, after all, the most important socializing agency."

So said Dr. Walter Splawn, president of the University of Texas, to the delegates attending the recent National Congress of Parents and Teachers, at Austin. That the Membership roll will carry 1,000,000 names next year was confidently predicted. The total is now about 875,000, with Louisiana showing the greatest recent percentage of gain. California still leads with 129,212 members.

Reaffirmation was given to the strong legislative program of the organization. These are peace, prohibition, protection of children from industrial exploitation, physical education, protection from drugs, and public schools. The organization will continue its uncompromising fight for a national department of education.

A national representative has attended the May conference in Washington where representatives of 25 national organizations meet as the National Council for the Improvement of Moving Pictures. Mrs. Reeve was named delegate to the International Child Welfare Conference to be held in August in Geneva. Miss Mary Murphy, of Chicago, national chairman

of child-hygiene, goes as a delegate in July to Edinburgh, to the World Federation of Education Associations, which had its inception in 1923 in San Francisco.

### THE ANNUAL STATE CONVENTION

Vaughan MacCaughy

THE twenty-sixth annual convention of the State Congress of Mothers and Parent-Teacher Associations, held in Fresno May 12 to 15, was, in typical California manner, the largest and best in the history of the state organization. The growth of this society in recent years has been unprecedented. In the past five years it has increased its membership 500 per cent. A thousand delegates assembled, representing a constituency of approximately 129,000.

Fresno welcomed the convention with splendid hospitality and with abundant forethought. Every detail that would facilitate the convention had been well planned and most courteously made effective. Mrs. Henry Droge, chairman of the local committee, presided at the opening session. Other presiding officers were Mrs. Hugh Bradford, state president; Mrs. Robert Cardiff, first vice-president; Mrs. W. A. Price, second vice-president. Notable addresses and delightful musical numbers were features of the general session. Of special value, from the standpoint of practical service to the delegates, were the round table conferences for various groups and divisions. In addition to the regular program there was an admirably arranged series of special luncheons and dinners where friendship, team work, and fine group spirit, prevailed.

Among the speakers on the general programs were: Will C. Wood, Lorne W. Barclay, William John Cooper, Anita Day Hubbard, and Vaughan MacCaughy. Mr. MacCaughy presented the felicitations and cooperative spirit of the California Teachers' Association.

### Keynote

The keynote of the convention was the statewide and national viewpoint. The sessions were permeated with the spirit that California is a unity and is a national leader to which many other states look for guidance and help.

Space permits only the barest outline of some of the important business transacted. The name was changed to the California Congress of Parents and Teachers. Membership was opened to child welfare groups other than those affiliated with the public schools.

The objects of the state organization were strongly reaffirmed as follows: To promote child welfare in home, school, church and community; to raise the standards of home life; to secure more adequate laws for the care and protection of women and children.

Progressive youth movements such as the Boy Scouts, Campfire Girls, and others were endorsed. The state-wide street and highway safety campaign was endorsed.

#### Obscene Literature

**S**TRONG action was taken looking toward adequate legislation to exterminate the vile, salacious, and obscene literature which now in abundant garbage-heaps adorns many news-stands. The widespread commercial dissemination of this type of filth among high school pupils and other young people is one of the alarming symptoms of a jazz-mad age.

#### Goals

*A membership goal of 150,000 in the coming year; establishment of a state scholarship fund to assist students in completing their education, and adoption of study courses, endorsed by the National Congress, TO PREPARE FOR PARENTHOOD AND ITS OBLIGATIONS, were recommended by Mrs. Hugh Bradford, as the new projects for 1925-26, in her annual presidential message.*

A beautiful painting, "The Spirit of Motherhood," which was awarded to California by the National Congress for the best work in humane education last year, was exhibited.

One hundred and ninety-three new associations have been organized this year. The sum of \$18,035 has been expended directly on child welfare, an increase of approximately 50 per cent over last year. Parent-teacher associations are organized in one-fourth of the schools of the state.

**I**T IS as great a disgrace to have an under-educated as an under-nourished child," Mrs. Edgar L. de Arman, San Jose, first vice-president, National Congress, told the convention. She declared that, whereas now but five per cent of the children of high school age are in school, the national body is launching an educational campaign to bring this total to 95 per cent.

The Fresno convention will go down in the history of the year as a great constructive, far-sighted meeting, of the finest types of California motherhood.

## HIGH SCHOOL PRINCIPALS' ASSOCIATION

(For the financial statement of the Association, see page 451.)

**T**HE new officers elected for the California High School Principals' Association are as follows: Mr. William F. Ewing, Principal of High School, Pasadena, California, is President; and Mr. L. P. Farris, Principal of Alexander Hamilton Junior High School, Oakland, Secretary-Treasurer. Mr. Bruce H. Painter, Principal of Petaluma High School, Miss Elizabeth Arlett, Principal of Roosevelt High School, Oakland, and Mr. Homer Martin, Principal of Santa Barbara High School, are the new members of the Executive Committee.

The committee has expressed a desire to have as its objective for the coming year a better understanding of the work of the Affiliation Committee, which at present is made up of a number of school principals and several representatives from the State University.

#### Committee

The principals on the committee are as follows: Mr. Delbert Brunton of Fresno; Dr. A. E. Wilson of Manual Arts High School, Los Angeles; Mr. Merton Hill, Principal of Ontario High School, San Bernardino; and Dr. George C. Thompson, Principal of Alameda High School.

Our next meeting is set for October 17 in Santa Barbara.

L. P. FARRIS,  
Secretary-Treasurer.

## ROY W. CLOUD

**R**EDWOOD CITY, for many years the home of Roy W. Cloud, Superintendent of Schools of San Mateo County, has called him to the city superintendency. Mr. A. E. Monteith, former city superintendent at Redwood City, resigned to engage in business. Redwood City is to be congratulated upon securing the services of one of her outstanding citizens, and one of the most popular and widely-known schoolmen in California. Mr. Cloud's ripe experience, sound judgment and kindly sympathy, have endeared him to all educational circles. During his many years as County Superintendent of San Mateo County, he has been frequently mentioned for positions of educational importance. As an Institute lecturer he has been much in demand.



# FROM THE FIELD

[In this column there will appear from month to month, as may seem called for, brief notes or queries from teachers—concise, helpful personal expressions of valuation and judgment, upon local or state education affairs of general interest.]

## Credentials

**TO School Officers:**

The Commission of Credentials wishes to call your attention to the following resolutions: That the scope covered by the several classes of School Supervision Credentials be made as follows:

Class A covers general supervision and Classes B and C.

Class B covers supervision in special fields and Class C.

Class C covers departmental supervision only.

The Commission will accept any ten units for the School Supervision Class B Credential, and any five units for Class C, selected from the entire group of school supervision courses listed in Bulletin 10 AD (revised) to September 1, 1925. This ruling will also apply to renewal requirements on Class B or Class C Credentials.

That a re-interpretation be made in the ruling governing the amount of collegiate credit which may be presented by teachers in service, as follows:

"Whenever a candidate for the renewal of a State Credential presents a record of collegiate work completed while employed as a full time teacher, not more than five units per semester may be accepted toward the fulfillment of renewal requirements."

Very sincerely,

COMMISSION OF CREDENTIALS

By W. M. Coman.

## Music

Cottonwood, California

**DEAR Sir:**

After reading Mrs. Timm's article in your April issue I discussed the course of study situation with my school, telling them of the suggestion that music be eliminated. I then asked for written comment on the merits of the various subjects listed in the course. I submit the following appeal to you:

Dear Sir:

Please do not pass the love of music. Because it is a subject to keep in school. When you are working fast and music is playing it seems to get you interested in your work. You can hum with it and it gives you a swing. Perhaps you are a good singer and then you can learn to sing. When you get up and play a game to music it is fun.

Music is worth quite a bit because if you want to sing while you are working you can work lots better because it amuses you,

and you can work lots longer without a rest.

If they take music out we will not know any songs. And when you get big if some one asks us to sing we will not know any songs. If you go to a Farm Bureau, they sing when they get done talking. When they all sing together it is real pretty.

So that's why I want music to stay in, for I can not sing sweet, and I sing very loud, and if I do not learn they will not like my singing at all.

Anita Kyler, Age 9, Fourth Grade, Evergreen School, Tehama Co.

Respectfully yours

VERA A. CHASE

## Appreciation

Sacramento

**DEAR Mr. Chamberlain:**

Please express to the Council members my deep appreciation of the action of the Council at Santa Barbara on April 11th by voting me greetings and best wishes. The teachers of California will never know how deeply I appreciate their confidence and support manifested so many times during the trials of the last two years. Never in the history of school administration has a state superintendent been blessed with such loyal and thorough-going support for the program for which he has stood. The California school forces have disproved the assertion so frequently made that school people will, in a critical time, break away from support of a program in order to serve individual interests.

I thank the Council heartily for the honor of life membership in the National Education Association. It is indeed an honor to be appreciated.

Very sincerely yours,

WILL C. WOOD,

State Superintendent of Public Instruction

## National Oratorical Contest

Los Angeles

**DEAR Mr. Chamberlain:**

The National Intercollegiate Oratorical Contest on the Constitution, is now being conducted under the auspices of the Better America Federation. It occurred to the writer that you would be interested in this contest, which is being carried out along the same lines as contests in the high schools. The result is a better understanding of the Constitution. The many testimonials received from both contestants and prominent educators throughout the country, encourage us to believe that a service of moment has been rendered.

In this connection, the copies of the "Sierra

Educational News" which have come into my possession, have been very interesting indeed. I should be very glad to reciprocate in every possible way for the advancement of education in which we are all mutually concerned.

Faithfully,  
JOS. S. JOPLIN,  
Manager Better America Federation.

### Faithful Servants

Santa Cruz

MY dear Mr. Chamberlain:

With a sense of personal loss, I noted in the "News" your tributes to the memory of three valiant men—Snyder, Cox and McKinnon. May I add a word of appreciation of the earnest, faithful service of these leaders of educational thought and action. Never self-seeking, never obtrusive, with clear vision, sincere faith, and virile action, they blazed a trail which ever led to higher outlooks of the ultimate redemption of humanity from ignorance, superstition and error. I deem it an honor to have been privileged to labor with such men.

"How fast they fall

Those we have known,

Like leaves from autumn branches blown,  
So quickly ere."

In conclusion, I desire to say a word in commendation of one whose service in the cause of education has not been fully appreciated. I refer to the President of the State Board of Education, Hon. E. P. Clarke. Modest, sane, earnest, he has carefully studied every phase of the problems presented and with rare judgment, has ever acted for the right. Faithful servant of the children, the schools, and the people!

J. W. LINSOTT

### A Professional Club of Rural Educators

A PROFESSIONAL club of Rural School Administrators of Northern California was recently organized under the auspices of the Chico Teachers' College. It is known as the Northern California Rural Supervisors Club. This club is unique in the history of California and was born of the great need felt by field workers for the betterment of early childhood education. Its aims as set forth in its constitution are:

- (1) To improve instruction in the field.
- (2) To acquaint its members with current educational problems.
- (3) To extend knowledge of the materials of education.
- (4) To make a critical study of modern methods of instruction.

Field work is undertaken by the members under the direct supervision of E. L. Cole, Director of Education, and Miss Clara Kaps of the Kindergarten Primary Department of the Chico Teachers' College. The college will direct the field activity, which will be checked upon by the field workers and then checked back to the college. Thus a valuable contribution should be made to education by the Northern end of the state with the Chico Teachers' College as a nucleus.

The membership of this club is limited to school superintendents and rural supervisors ac-

tively engaged in field work and only active participants are desired. To elect a new member requires a unanimous vote of the club members.

Following are the officers chosen:  
Chairman, Miss Mamie B. Long, Co. Supt. of Schools, Red Bluff, Tehama County.  
Secretary-Treasurer, George T. Berry, Co. Supt. of Schools, Oroville, Butte County.  
Publicity-Chairman, Mrs. Ethel S. Ward, Rural Supervisor, Redding, Shasta County.  
Faculty Advisor from a Teachers College, Miss Clara E. Kaps, Primary Kindergarten Dept., Chico Teachers College.

The following are charter members of the club: Miss Mamie B. Long, Co. Supt. of Schools, Red Bluff; Mr. George T. Berry, Co. Supt. of Schools, Oroville; Mrs. Charlotte Cunningham, Co. Supt. of Schools, Redding; Mrs. Ethel S. Ward, Rural Supervisor, Redding; Mrs. Eddie Long, Rural Supervisor; Red Bluff; Mrs. Minnie Gray, Co. Supt. of School, Yuba City; Miss Clara Kaps, Primary Supervisor, Chico Teachers' College; Mr. E. L. Cole, Director of Education, Chico Teachers' College.

### Visual Education at Tulare

MOTION pictures have been used in Tulare High School mainly in the general science, biology and agricultural classes, although a few have been shown to auto-mechanic, Latin and history classes. They are shown to rather small groups, that is, from one to three classes, rather than to the whole school or even to all classes concerned at one time. This method is partly due to the fact that we have but one room, the science lecture room, equipped for the showing of pictures in day-time. We have shown about twenty programs, usually of two reels each. We have no regular service in the elementary schools. Occasionally we show special films obtained through co-operation with local theatres.

The chief source has been the extension department, University of California. Other sources have been the Department of Agriculture and the International Harvester Company. We have no regular budget allowance for visual aids. When funds are available we plan to equip the auditorium for this service. When that is done we will probably have more extensive film service, in that we will use some films for the whole school instead of departmental use only. We plan to have special films on themes which would supplement the English and history work in the school. When these plans are completed we will probably have a regular budget allowance sufficient to cover our needs.

We have used a number of industrial films in the auto-mechanics and science departments. We use the semi-portable Zenith projector. The use of motion pictures in schools will become a permanent and definite part of the instruction program. Our faculty members, who have used films, make the criticism that it is difficult to get films sufficiently scientific to be really worth while. We need films for purely instructional purposes. Some of the so-called industrial films seem to be advertisements rather than instructional.—G. J. Brainard, City Superintendent of Schools, Tulare, California.





# EDUCATIONAL LITERATURE

## MEN AT PLAY

*THE golfers' club is on a hill  
And every sunny day  
The toiling children in the mill  
Can see the men at play.*

## THE COUNTRY SCHOOL SYSTEM

STATE Superintendent Benjamin J. Burris, of Indiana, has issued a fine, quiet, dignified bulletin (No. 73) on "The Country School System; How Organized and Administered."

County children should have as good school opportunities to fit themselves for useful and happy living as city children, but in most states, city public schools are superior to rural public schools. Buildings in the city are more nearly adequate, and they are better equipped and maintained; the educational opportunities offered are more extensive; always including, as city systems do, both elementary schools and high schools; the urban courses of study are broader and richer and better adapted to group needs, the instructional equipment and materials are more abundant; the school term is longer; the teachers are better trained and better supervised; and the educational results achieved in the city are more satisfactory.

## Rich Rural Districts

Rural school districts are usually not so able as city school districts to support good schools, and most states spend less per pupil enrolled on rural schools than on city schools. There are, however, notable exceptions; among these is Indiana, where the rural districts spend more on their schools than the city districts. In 1922-23, the total current expenditure in Indiana per pupil enrolled was, for the elementary schools in the townships, \$54.55, in the cities, \$52.89; for the high schools in the townships, \$117.63, in the cities, \$94.88.

For deficiencies in the rural schools that are due to a lack of financial support, the cure is increased funds. But the backward condition of rural education in Indiana is plainly not wholly due to lack of financial support; it is due largely to antiquated organization and wasteful administration. The cure for this is better organization and administration. Thoughtful students agree that the county is the most satisfactory unit for rural school organization and administration.

As no state funds were available for the publication of this valuable study, the General Education Board generously provided the necessary finances.

## ETHICS FOR SCHOOL BOARD MEMBERS

ANY school board member conducts himself in harmony with this Code of Ethics when he:

1. Abstains from soliciting any employee of the school to purchase any given commodity or service, such as real estate, insurance, or professional service.

2. Assumes no personal authority in administering the work of the schools unless he has been instructed to do so at a board meeting.

3. Avoids seeking to secure a school position for a member of his immediate family.

4. Refrains from public criticism of any particular teacher, but, if circumstances warrant, brings complaints to the attention of the proper supervisory officers.

5. Refrains from seeking special privileges for his children or employees.

6. Declines to offer a contract to a teacher who is known to be under contract with another school, without first determining the willingness of the teacher's employer to grant a release.

7. Abstains from seeking to perform the duties of the superintendent of schools or any other employee—such as selecting teachers, textbooks, promotion or placement of pupils.

8. Offers to teachers only such a contract as is just and equitable in form.

9. Endeavors honestly to contract with teachers on a salary basis that will cover living expenses for twelve months and a surplus for savings.

10. Stimulates and encourages the professional growth of teachers while in service by granting them permission to attend educational meetings without loss of pay, visiting days, and by encouraging them to attend summer school, to travel, and in other ways to improve their knowledge and skill in teaching.

11. Assists in securing a clear and definite statement and understanding of the duties to be performed by the Board of Education on the one hand and the duties of the supervisory officers and teachers on the other.

—MICHIGAN STATE TEACHERS' ASSOCIATION.

**The Boy and His Future.** By Nicholas Ricciardi. 119 p. D. Appleton & Company. 1925. \$1.25.

THE Commissioner of Industrial and Vocational Education for the State of California has added another trophy to his forceful and growing leadership, in the authorship of this virile text. Dr. Robert J. Leonard, director of the school of education, Columbia University, in his preface, says: "This book represents a pioneer effort. Parents will find in it wholesome stimulus and helpful suggestions. Study clubs of parents and teachers will find it fruitful

material, and best of all, boys themselves will find suggestive questions and discussions."

The lessons of modern education in the matter of vocational guidance, are scarcely realized by many people. To all such, Ricciardi's book will come as a revelation of helpfulness.

One of the parent's most difficult tasks and responsibilities, is that of preparing his boy for the time when he must launch out for himself upon the vast and treacherous sea of Life. The ocean floor is strewn with wrecks; the currents are spotted with derelicts; the shoals and reefs are piled with driftwood; there are typhoons and doldrums. Who shall prepare the sailor boys' compass? Who shall teach him the cardinal points, the constellations, the trade winds, the tides?

Elsie Robinson, well-known authoress, says that she watched "the building of this book with keenest interest and gratitude. It offers the simplest, strongest, surest plan for saving and guiding human life."

The index charts, giving questions by which insight into the true character and tendencies of boys may be gained, is an important feature of the book.

The publishers are to be congratulated upon this latest addition to their unrivalled series of handbooks for parents, which includes such authorities as G. Stanley Hall, Angelo Patri, Bird T. Baldwin, W. R. P. Emerson, L. Emmett Holt, James Sully, and many others.

**Handcraft**—for home, school, playground and summer camp. 70 p., paper covers. Playground and Recreation Association of America, New York City. 1924. \$1.25.

WITH the coming of the apartment house, the boy and girl of today have lost their workshop. The child's dreams of boats and houses and toys could find expression in the backyard woodshed of yesterday, but modern life often stifles his precious creative instinct. To help parents, schools, playgrounds and summer camps to provide for children this needed creative expression, the Association has prepared a unique book, "Handcraft." The book meets a long-felt need for simple plans calling for little space, for common materials and for the fewest and least expensive of tools. No technical terms have been used and the plans have been simplified as far as possible. The child may quickly reach the point of assembling the parts and decorating the toy.

"Handcraft" has something for children of all ages, from the cork man the little child will love to create, to the toy racing auto not beneath the ingenuity of the boy in his early 'teens. Described in detail is the making of wooden toys cut with a coping saw, handy articles having their origin in tin cans, decorated lanterns and kites, bird houses, paper novelties and other fascinating possessions. Many of the articles described have been very successfully made by boys and girls on playgrounds in Chicago, Detroit, Sioux City, Milwaukee, St. Louis and other middlewestern cities.

A bibliography of books on constructive play is included to suggest other lines of activity

which the child may take up after he has mastered the less complicated principles of handcraft.

The book is 12x14 inches, printed on heavy white paper. Thirty-two pages give details for constructing articles and drawing of the completed articles. In the back of the book are thirty-seven double pages of full size patterns, any of which may be detached and made into a stencil.

**Practical Drawing.** Art Education Edition. 8 Books. Practical Drawing Company, Dallas and Chicago. 1925.

THE excellence of this delightful series of drawing books is assured when one considers the personnel of the editorial committee,—Royal B. Farnum, director of art education, state of Massachusetts; C. Valentine Kirby, director of art education, state of Pennsylvania; George S. Dutch, head, department of fine arts, George Peabody College for Teachers; and Lida Hooe, supervisor of drawing, Dallas.

In this beautiful series the following items are of special note,—the principles of design; costume designing in color; costume problems; illustrative story material; picture study; lettering; trees and their value. The series abounds with materials in which the school child can revel and learn good craftsmanship.

Sometimes the title of a book or series does not give a correct idea of the contents or objective. In the case of this series, however, the title is both accurate and modest,—accurate, in that the series is replete with practical suggestions and ideas; modest, in that the content and technique includes not only drawing, in the usual sense, but also a wide array of art themes and activities.

The prediction has been freely made that modern industrialism and the "factory system" would drive art out of life. In fact, however, we are learning ways and means of combatting the degrading by-products of industrialism, and of restoring and maintaining the creative impulse, the art instinct,—the deep-rooted craving for rhythm, color, design, constructive expression.

Such books as the Practical Drawing Series afford an invaluable aid and guide to the rural teacher, the classroom teacher, as well as to the art teacher and supervisor. Our rural schools, especially, need generous portions of just such materials as are portrayed in the Practical Drawing Series.

**The New Barnes Readers.** Books Six and Seven. 384 and 492 pp., il. Laidlaw Brothers, Chicago. 1924.

THE editorial features make Book Six unique among sixth grade readers. A notable characteristic is the emphasis upon thought stimulation. Special attention may be called to the "Words to Learn," "Before You Read the Story," and "As You Read the Story," which precede, and the "Test and Study Activities" which follow each selection in the book. In Book Seven the editorial treatment is the same as in Book Six. The selections, however, are grouped into

five parts, each emphasizing a single point, such as "Citizenship and Service," "History in the Making" and "The Great Out-Doors." The "Central Thought" at the beginning of each section and the "Things to Remember" at the close of each part are noteworthy. While the book contains many of the most famous classic selections, there is a large amount of new material that has never before been used in a school reader.

Another feature of the book which merits especial consideration, in view of the widespread interest in character education, is the emphasis on ethical teaching. According to many investigators of our schools, we have been so busy in our public schools educating brains that we have overlooked character building and the teaching of morality and the elementary virtues. It is high time that we place more emphasis on ethics. The two-color illustrations and decorative headings help to give Book Seven individuality. This series of Readers has had wide approbation and brings much new and timely material.

**Two Tests.** Kepner Background Tests in Social Sciences. Gerry's Tests of High School Chemistry, published by the Harvard University Press. 1924.

These are authoritative and efficient tests for high school subjects. The tests themselves have been subjected to rigorous testing. They will prove to be reliable instruments in the hands of any who are qualified to use tests of this sort. The Harvard tests are products of the best critical scholarship.

**A Manual for School Officers.** By W. N. Andersen. 333 p. The Century Company. 1925. \$2.00.

**THIS** is a comprehensive and thoroughly practical handbook for superintendents, principals, and board members, offering in a clear and direct manner practical suggestions, concrete illustrations and helpful information that will aid in the solution of administration problems and situations, particularly of the smaller school systems. Underlying educational principles have been kept in mind. No untried theories or radical measures have been included.

The book treats every type of problem of importance which a superintendent is called upon to face. It discusses the superintendent's relations with the school board; it advises him regarding the selection and employment of teachers; organization and administration; arrangement for books and supplies; the grading and promotion of pupils; preventive measures in discipline; lesson assignments, written examinations and markings; measurements and standardized tests; social activities and student organization; graduation and closing exercises; records and reports. It goes into such matters as,—the problems and principles in program making and classroom organization, guiding and directing study, the local press and the school paper, teachers' meetings, the parent-teacher association, and the duties of the janitor. It is an excellent compendium.

**American Citizenship Practice.** By Harman, Tucker, and Wrench. 566 p. il. University Publishing Co. 1924.

A Kansas City high school, a St. Louis high school, and the University of Missouri are the teaching habitats of the three joint-authors of this savory text. The adjective is deliberately selected, because the text is meaty, toothsome, digestible. Such books are a blessing in their wholesome modernity. The progressive nature of the book may be shown by a single quotation, from the chapter on the regulation of industry and labor; "The rapid growth in the number of millionaires, the destructive methods of some labor organizations, the freedom with which the profiteer has operated, and the insistent though often just demands of the laborers for higher wages,—all those have created an industrial unrest that looms as a grave problem."

The last lines of the text tell every boy and girl that "by your help, and only by yours, America will reach her destiny." It is a book with vision.

**Heredity.** A history of the Jukes-Edward families. By Albert E. Winship. 88 p. Journal of Education, Boston. 1925.

The Jukes-Edwards families form a favorite theme for eugenicists and hereditarians. Dr. Winship has added a worthy brochure, packed with genealogical lore, to the literature already extant. He characteristically dedicates his monograph to William R. George, founder of the George Junior Republics.

The Jukes family, totalling some 1,200 persons, were practically all native-born white Americans. They did not marry "foreigners". The Jukes were universally idle, ignorant, shiftless, dirty and vulgar. They were criminals, paupers, and disgustingly diseased. They were damned before they were born—wretched victims of a degenerate life stream. No human can rise above the quality of the chromosomes in the germ cells that conceived him. This is the solemn lesson of heredity.

**French Composition and Pronunciation Exercises.** By Noëlia Dubrulle and Herbert E. Mansel. 404 p. Ginn & Company. 1925. \$1.40.

Miss Dubrulle, teaches French in the Lawrence, Massachusetts High School. Mr. Mansel teaches French in the State Normal School, Mansfield, Pennsylvania. Their text is designed to serve equally those pupils who have studied French by the direct method and those who have studied by the grammar method. The French composition is difficult is generally-accepted opinion which this book disproves. Every model French extract is followed by a study of the new idioms it introduces, by questions (in French) which drill on the constructions and vocabulary, by a review of the grammar involved, with application, and by drill exercises for rapid oral translation.

By these steps the student is led to an easy mastery of the difficulties of the written exercise. The authors make good use of the direct method, but do not force it beyond the limits of thoroughness. The book contains three vocabularies,—idioms; French-English with phonetic transcriptions; and an English-French vocabu-

lary. It is designed particularly for work in the second year of high school, and for preparation for college entrance examinations. It may also be used in high-school work of the third or fourth year, or in a brief intensive course in college.

**Constructive School Discipline.** By Walter Robinson Smith. 271 p. American Book Company. 1924.

"It is generally recognized that about twenty per cent of the failures among first-year teachers are due to failures in discipline. There is no more reason for confining the idea of discipline to the correction of misbehavior than there is for confining physical training to the correction of physical disabilities, or of limiting English instruction to the correction of mistakes in speech." These statements taken from Smith's text are typical of the author's treatment of his subject.

In a positive, progressive way, with emphasis placed on the "do" instead of the "don't" method, the author gives valuable suggestions for the modern teacher. Mr. Smith constructs. He treats the child as a social individual, needing constant constructive discipline which deals with the emotions just as instruction deals with the intellect. Questions and problems follow each chapter. Correlative reading references make up an excellent bibliography for the study of disciplinary school problems.

**New Essentials of Business Arithmetic.** By George H. Van Tuyl. 302 p., il. American Book Company. 1925. \$1.20.

**New Complete Business Arithmetic.** By George H. Van Tuyl. 440 p., il. American Book Company. 1925. \$1.48.

In many ways these two books are identical with each other. The New Complete contains, in addition to the work of the New Essentials, more and further advanced problems than the shorter text. Some of the features of both books are: (1) They are simply written; explanations are easily understood. (2) The manner of presentation arouses interest. (3) Ample drill is provided in numerous drill charts and practice exercises. These contain the forty-five primary combinations, and columns of figures in which group adding is necessary. (4) New, practical, labor-saving methods of multiplication are given. (5) Practical problems are presented. (6) Work has been stressed in common fractions, decimal fractions, percentage, billing, trade discount, factors, graphs, profit and loss in merchandising and buying and selling, and manufacturing costs; stocks, brokerage, and taxes.

**Experience and Nature.** By John Dewey, 443 p. Open Court Publishing Company, Chicago. 1925. \$3.00.

These are the first series of lectures upon the Paul Carus Foundation, a series which gives rich promise of becoming "representative of the finest phases of our speculative thought." It is appropriate that the series has been inaugurated by America's most distinguished philosopher, John Dewey. His influence is of the

type which represents Dr. Carus' ideal. For both these heroic leaders, philosophy never has been a closet brooding, or a dainty toying with academic trinkets, but a virile quest for the social illumination of mankind, in which lies the hope of betterment. Dewey and Carus alike have combatted prejudice in both religion and science, and have sought to free the Spirit of Truth from all bondage of false or inadequate formulas. Promethean men these twain,—bringing philosophy down from the skies, to kindle the hearth-fires and illumine the Wistful Soul of Man.

A solid, ample volume this, requiring deliberate reading and meditation. Only persons with an I Q above average should turn these stately pages.

**The American Public Library and the Diffusion of Knowledge.** By William S. Learned. 89 p. Harcourt, Brace & Company. 1925.

Dr. William S. Pritchett brought Dr. Learned to his aid in a study of Carnegie libraries throughout the country. Mr. Carnegie and the Carnegie Corporation have expended about 44 million dollars for library buildings in the United States, Canada, Hawaii and Porto Rico. This succinct monograph covers,—the diffusion of knowledge; the tax-supported public library; the American Library Association; Carnegie's library activities; future developments. It will be of distinct interest to all who are handling or in contact with library problems.

**Be Better Book.** Published by John Martin's Book House. il. 1925. \$2.10.

A book that is a boon to mothers, teachers and story tellers made up of twenty-eight remarkable stories most beautifully and tactfully written. Each tale is corrective, but not coercive, in character and natural to the child. The book is a magic shortcut to better morals, manners and habits, at the same time being a merry mental companion. It is a book contrived with rare psychological understanding of every child. The book is profusely illustrated with 32 pages in two colors.

**The Primary School. The Improvement of Its Organization and Instruction.** By Annie E. Moore. 340 p., il. Houghton-Mifflin Co. 1925. \$2.00.

This book is the outgrowth of work with many classes in primary education, in which the author has systematically endeavored to make theory immediately serviceable in the evaluation of practice. She shows that our modern theories of education are always workable when directed by intelligence and good will. There is a lucid introduction by Professor Frank M. McMurray. Many teachers are sensing the profound re-organization that is taking place in our primary schools.

A clean-cut, purposeful text, permeated with the spirit of progressive education, and with clear-eyed vision of what the primary school can and will be. If every primary teacher would actively follow Miss Moore's splendid guidance, a veritable transformation would occur. It is occurring.



**Listening Lessons in Music.** Graded for schools. By Agnes Fryberger. 254 p. Silver, Burdette & Company. 1925.

This is a revised and enlarged edition of Mrs. Fryberger's text, which first appeared in 1916. She was assistant supervisor of music, Minneapolis 1911-1920; director of music at the State Teachers' College, San Diego 1920-1921; and now is educational director of the Minneapolis Symphony Orchestra. Her text capably combines a sympathetic knowledge of music, music appreciation, and a knowledge of children and teachers. It built upon a sound educational basis and insures a systematic growth in intelligent listening. The new edition includes many new topics not treated in the earlier edition and not found in other text books on music appreciation.

In view of the enormous increase in radio, phonographs, and school orchestras, the ability to listening appreciatively to music is obviously of large educational significance.

**Business Letters for Dictation.** New Era Series. By Bolger, St. John and Noonan. 272 p. Isaac Pitman & Sons, New York. 1924. \$1.20.

Four hundred carefully-selected letters, representing a wide range of dictation problems, in the English is that used today by the best-trained and most-experienced writers of business letters. The authors are teachers in the Brooklyn Commercial High School. The preface to 21 pages state the general principles of business letter writing. It is a handy book for teachers of commercial English and stenography.

**Genetics and Eugenics.** A text-book for students of biology and a reference book for animal and plant breeders. By W. E. Castle. Third edition. 434 p., il. Harvard University Press. 1925.

Dr. Castle is professor of zoology in Harvard University. His text has become widely-known and used, as a comprehensive and erudite work. The third edition contains much new material in keeping with the rapid progress in this incomparably valuable field. Genetics and eugenics have literally transmuted and re-created many plant and animal lines. There is every reason to believe that, when Humanity is wise enough, Mankind itself will be trans-substantiated by these colossal powers. Every school teacher should read chapter 42, dealing with the possibility and prospects of breeding a better human race. Education and eugenics can be powerful allies in re-making Man.

**Carnegie Foundation for the Advancement of Teaching.** Nineteenth Annual Report. 236 p. Published by the Foundation. 1924.

Of special note, in this voluminous report, is the section dealing with pension systems and pension legislation. The work of the N. E. A. is discussed and criticized. A "sound retirement system" is expounded on pages 146-7. Teacher retirement in the several states is summarized, with detailed accounts of the situation in Mobile county, Alabama; Iowa; Minneapolis; New York City; England; Australia; New South Wales; Argentina. The first section of the report tells "what becomes of retired professors?" The "best accumulation a man can make for his

old age is the capacity to enjoy simple things," frugally advises Dr. Pritchett. This capacity is not inhibited by a living wage.

**The Education of Behavior.** By I. B. Saxby. 259 p. G. P. Putnam Sons. 1925.

These are psychological studies bearing on the problems of behavior which have to be faced by those who are in charge of boys and girls during their adolescence. Dr. Saxby is senior assistant in the Woman's Educational Department of University College, Cardiff. The modern educator realizes that behavior is governed by a highly complex system of forces which obey scientific laws. The better our understanding of these laws the better can be our teaching. Saxby's treatise includes such themes as,—training of character; control of habits; impulses; sentiments and complex. It is in accord with the best present-day knowledge in these fields, and is a scholarly dissertation.

**The New Merrill Speller.** Advanced Book. By Sterling A. Leonard and Edith A. Winship. 134 p. Charles E. Merrill Co. 1925.

This speller is built on the plan of intensive work on a minimum list. The authors hold that the development of the spelling habit, of the individual conscience and pride in correct spelling is more important than practice in spelling a list of several thousand words. The advanced book is designed for grades seven and eight. It opens with a humorous dramatic sketch entitled, "The Word Hospital." We have all been there.

**The Light Bearers.** Stories of Old Greece. By Aldis Dunbar. 194 p., il. Beckley-Cardy Co., Chicago. 1925.

A simple historical text in easy language and covering Grecian history from legendary times down to 146 B. C. The are numerous full-page plates. This book is well-adapted for use as a supplementary reader.

**Your Voice and You.** What the Singer Should Do. By Clara Kathleen Rogers. 125 p., il. Oliver Ditson Co. 1925. \$1.75.

Mrs. Rogers has prepared a brief and practical application of psychology to singing. She is known as the author of "The Voice in Speech" and "English Diction in Song and Speech" and other volumes dealing with voice culture. The present text covers such themes as,—ear training; breath control; nervousness and stage fright; tone attack; and technique of practice. Her message comes from fifty years of rich experience as singer, teacher and musician.

**Public School Salaries in 1924-25.** Research bulletin of the National Education Association. Vol. 3, Nos. 1 and 2. January and March, 1925. 71 p.

An authoritative monograph, the most comprehensive inquiry on public school salaries yet made. For the first time in the history of such surveys, the data is published in the same year in which it was gathered. Of America's 700,000 teachers, 366,000 teach in rural and village schools. The median salary for one-teacher rural schools is only \$775. A large percentage of cities are recognizing that the welfare of the

nation's children demands an adequate professional salary. Any committee or organization that is working on the problems of public school salaries should carefully study and utilize this invaluable monograph.

**Course of Study in Health Education.** San Francisco Public Schools. 70 p., paper covers. 1925.

San Francisco teachers, under the leadership of Mrs. Daisy A. Hetherington, have prepared and put into effective operation this good program. Health education is basic; health can be taught and caught. The standards of attainments by grades, as given on pages 25 to 29, are noteworthy. The San Francisco health curriculum is symptomatic of the noble progress that is being made there, under Superintendent J. M. Gwinn.

**Agronomy.** A course in practical gardening for high schools. By Willard Nelson Clute. 296 p., il. Ginn & Company. 1925.

High schools in cities and towns where agriculture is taught obviously need a type of text quite different from that which is specifically adopted for strictly rural conditions. Clute's *Agronomy* is an interesting, well-illustrated, and teachable text, generously sprinkled with practical exercises. Chapter 19 dealing with the origin of species is especially useful, in view of the controversies in this field. Clute's delightful book is far more interesting than its title might suggest. It should readily find a wide field of service.

**Eight French Plays.** By Carolyn Hickman Strong. 120 p. Norman Remington Company, Baltimore. 1925. 90 cents.

Miss Strong, of the Bryn Mawr School, Baltimore, gives us a piquant and pretty dramatic nosegay. *La Petite Refugiee*, *Noel*, and *Les Oeufs de Paques*, are particularly good, although all eight plays are charming, and are valuable for vocabulary-building. The dramatic material is lively, and should appeal to students, both for rapid reading and for production.

**French Composition and Grammar Drill.** By William E. Knickerbocker. 164 p., il. D. Appleton & Company. 1924.

Students who have completed the study of French grammar will find this book planned for their use. It aims first to provide thorough drill of essential points of grammar; second, to review regular as well as irregular verbs and give ample practice in their use; third, to give a considerable number of idioms.

The connected text of the lessons is based on the novel, "*En Famille*," the author of which, Hector Malot, received a prize from the French Academy. Dr. Knickerbocker is assistant professor of romance languages in the College of the City of New York and is joint author of *Downer and Knickerbocker "A First Course in French."*

**Un Verano en Espana—A Spanish Reader.** By Roger Burch Weems. 249 p., il. D. C. Heath & Co. 1925.

Mr. Weems recently made a delightful summer trip through Spain with nine of his students. This book is a direct result, and is an account of the actual incidents and experiences of the

journey, and is written from the boys' point of view. The photographic illustrations are unusually good. The bull-fight,—symbol of a decadent and perverted national taste,—is effectively described. There are extensive notes and a vocabulary.

**The Science of Everyday Life.** By Edgar F. Van Buskirk and Edith Lillian Smith. Revised and enlarged edition. 498 p. 240 ill. Houghton Mifflin Company. 1925. \$1.60.

**G**ENERAL Science as a junior high school subject is concisely covered as to aims and accomplishments, by Dr. Briggs (professor of education, Teachers College, Columbia University), in his lucid introduction. This capable and highly effective text, first published in 1919, has been very popular, and is now painstakingly revised and much enlarged. It stands well up around the top of the list of the best general science texts in America.

A prodigious amount of material, skilfully selected and attractively presented, is massed under five large divisions—(1) the air and how we use it; (2) water and how we use it; (3) foods and how we use them; (4) protection—homes and clothing; (5) the work of the world. Adequate space is devoted to the most recent developments in science. Teachers will particularly appreciate its intelligible explanation of radio, its authoritative discussion of foods and nutrition, and its helpful description of the latest electrical devices for the household. The book is both accurate and up-to-date in every detail. The subject-matter is drawn from the everyday environment of boys and girls, and has a definite unifying principle—everyday needs. It is easily within the grasp and the range of interest of pupils. Mr. Van Buskirk is executive secretary of the Cincinnati Social Hygiene Association, and formerly was in charge of general Science at the DeWitt Clinton High School New York City. Miss Smith, now Mrs. Webster was recently instructor in the Boston Normal School, and is author of "*Everyday Science Projects*."

A series of Problems involving the use of but little apparatus, and only slight manual dexterity, introduces the pupil to practical acquaintance with the principles underlying each section of each chapter. The corresponding sections of text then explain the wider applications of these principles. At the end of each chapter, *Individual Projects*, with the aid of readings in Books that will help you, give pupils opportunity for outside activity along allied lines.

Chapter 19, for example, deals with Radio. Thirty pages are given to a clear, adequate study of this project, along the lines of the best modern pedagogy. Problems are set, covering general principles, broadcasting, and operation of sets. There are excellent diagrams, fully labelled, of—modulation, transmitter, receiver, symbols, wavelength, how radio travels, antenna, crystal set, single circuit set, etc. *Individual projects*, and book lists, complete a full and interesting chapter.

Such texts as the one by Van Buskirk and Smith are symptomatic of the marvellous reorganization and re-vitalization of the upper elementary and junior high school grades.

**Selling the School Bond Issue to the Community.** 18 p. Paper covers. Issued by Better Schools League, 53 West Jackson Blvd., Chicago.

A striking series of display advertisements, used in Pennsylvania newspapers, to promote bond issues. Of practical value to every community or administrator that is working with these problems.

**An Outline of Ancient History to A. D. 180.** By Mary Agnes Hamilton and A. W. F. Blunt. 194 p. many pls. map and plates. Oxford University Press. 1924. \$1.00.

This is an expansion of Mrs. Hamilton's popular "Outlines of Greece and Rome". Her sections on these two peoples have remained unchanged: Mr. Blunt has contributed the new sections on Babylonia, Egypt, Assyria, and Persia. The text begins with pre-historic man and traces his evolution up to the time of Marcus Aurelius Antoninus. Then comes the disintegration of Rome, from whose tangled cadaver Modern Man is still struggling to escape. The thin paper and fine illustrations make this book a typographic pleasure.

**Foods, Preparation and Serving.** By Pearl L. Bailey. 486 p., il. Webb Publishing Co., St. Paul, Minn. 1924. \$1.50.

A laudable addition to the numerous texts for high school cookery, modern, comprehensive, well-illustrated. Excellent material on mal-nutrition, pages 392-400. Equally good, but widely contrasting with the former, are the formal dinners in lesson 55. America needs more attention to mal-nutrition and less to dinner-parties.

A splendid foundation is laid by the teaching of the basic principles which are then applied practically through question and problem, experiments, meal planning, menu building, table service, and home projects. The book tends to culminate in the home duties as a result of the skill developed in preparing and serving foods and of the knowledge gained in marketing and general home management.

There is an excellent exposition of dietetics to suit the needs of different persons, ages, and occupations. Numerous illustrations and graphic tables convey their lessons at a glance.

**What Men Do.** By William Marvin Jackson. 297 p., diagrams. Macmillan Co. 1925.

Mr. Jackson will be recalled as the author of "Fundamentals on Business," "Making Advancement Sure," etc. The present text is for educational guidance purposes and sets forth simply and effectively, the great categories of modern vocational opportunities. He covers a wide range of themes, in a concise and helpful way. Each chapter closes with a "guide to observation and research." Chapter 26 for example introduces the student to the businesses and institutions based upon man's educational wants. Jackson has written a vivid occupational survey.

**Love is the Law.** By the author of the Gospel of Hope. 67 p. paper covers. W. N. Roundy, Davenport, Iowa. 10 Cents.

In scriptural phraseology, a strong, sweet, wholesome message of love and good cheer. The unknown writer discourses serenely of the abiding things of life.

**Potpourri.** By Virginia Sones Sanderson. 58 p. paper covers. MacWright Printing Co., San Jose. 1925.

A sweet and fragrant bouquet of choice blossoms of the fancy. Her verses are sincere, wistful, and dewy. To shift the figure, they have the cool bloom of unhandled fruit.

**Ceremonials of Common Days.** By Abbie Graham. 96 p. The Woman's Press, New York City. 1925. \$1.50.

**Unit Costs of Higher Education.** By Edwin B. Stevens and Edward C. Elliott. Volume 13 of the publications of the Educational Finance Inquiry Commission, Washington, D. C. 212 p. il. paper covers. Macmillan Company. 1925.

**Self-Help Methods of Teaching English.** A guide and ally for teachers of elementary English. By Julia H. Wohfarth. 294 p. World Book Company. 1925. \$1.85.

**Motivated Primary Activities** for rural teachers. By Margaret F. Metcalf. 143 p. il. Beckly-Cardy Company. Chicago 1925. \$1.20.

**Psychology for Child Training.** By Arland D. Weeks. 312 p. D. Appleton & Company. 1925. \$2.00.

**The Field Fourth Reader.** By Walter Taylor Field. 352 p. il. Ginn & Company 1925. 84 cents.

**Manual to Readings in Literature.** By Ernest Hanes and Martha Jane McCoy. 116 p. Macmillan Company. 1925.

**One Hundred Ways of Teaching Silent Reading.** For all grades. By Nina Banton Smith, Assistant Supervisor of research. Detroit Public Schools. Joint author of Picture-Story Reading Lessons. 149 p. World Book Company. 1925. \$1.40.

**Self-Improvement in English.** By H. W. Davis, professor of English, Kansas State Agricultural College. 444 p. il. Doubleday, Page & Company. 1925. \$1.60.

**Citizenship.** An introduction to social ethics. By Milton Bennion. Revised and enlarged edition. 219 p. World Book Co. 1925. \$1.40.

**Learning to Typewrite.** With a discussion of the psychology and pedagogy of skill. By William F. Book. 463 p. il. The Gregg Publishing Co. 1925.

**The Harbor.** By Ernest Poole. Edited by E. B. Richards. The Macmillan Pocket Classics. 494 p. il. The Macmillan Company. 1925.

**The Boy and His Vocation.** By John Irving Sowers. 198 p. Manual Arts Press. 1925. \$1.50.

**Organization and Teaching of Art.** A program of art education for schools. By Leon Loyal Winslow. 146 p. il. Warwick and York. 1925. \$1.60.

**Switzerland and her Schools.** Education. 54 p. il. paper covers. Published by the Swiss Tourist Information Office, Zurich and Lausanne. 1925.

**A Uniform Financial Procedure** for the public schools of Michigan. Prepared by the Committee on Uniform Child Accounting and Unit Costs. Michigan State Teachers Association. Bulletin No. 4, Part I. 40 p. il. paper covers. Published by the Association, Lansing, Michigan. 1924.

**Teachers Salaries in Michigan.** Prepared by the Committee on Salaries, Michigan State Teachers Association. Bulletin No. 5, 137 p. il. paper covers. Published by the Association, Lansing, Michigan. 1925.

**Analytical Geometry and Calculus.** By Rolling H. Crenshaw and Cincinnatus D. Killebrew. 222 p. il. P. Blakiston's Son & Co. 1925. \$2.75.

**The Progress of Algebra** in the last quarter of century. By David Eugene Smith. 86 p. il. Ginn & Co. 1925. 72 cents.

**Arnold's Essay on Wordsworth** with selections from the poems of Wordsworth. Edited by Benjamin R. Ward. Standard English Classics Series. 192 p. il. Ginn & Co. 1925. 56 cents.

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carried light into darkness, brought to Europe the knowledge of the music of the older civilization, solo or accompanying instruments, inspired the orders of the Troubadours, Trouvères, Minstrels, and Minnesingers, which led to the birth of Modern Music.



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## NOTES AND COMMENT

### Items of Public Interest from Proceedings of the State Board of Education

THE State Board of Education met in regular quarterly session in Sacramento, California, March 30, 1925, with all members present.

The proposed amendment to the high school textbook act was considered. Mr. O'Brien, Chairman of the Legislative Committee, and Mr. Storke were instructed to request that this act be amended by striking out the provision for the eight-year period in the contract, making it either one year or no stated period. After a conference with Assemblyman Hartranft, Chairman of the Education Committee, Mr. O'Brien reported that Mr. Hartranft had advised against making any further attempt to amend the law at this session of the legislature. The board therefore agreed that the following clause be added to the contract; provided, the Attorney General approves thereof:

"It is further agreed that either party to this contract may, upon the notice to the other party concerned, cancel and drop from the list of textbooks any or all of the books therein contained when in the judgment of either party good reason exists therefor."

At the request of Mrs. Grace C. Stanley, the board granted authority to print and distribute to the schools 10,000 copies of the song "California's Calling Me" by W. Otto Meisner, who assisted in compiling the State Series Music Books. The song was adopted by the State Music Conference held recently at Pomona.

In accordance with law, the board met in joint session with the presidents of the State Teachers Colleges on April 1, 1925, in Sacramento.

The presidents reported that the plan requiring the same entrance requirements for teachers colleges and the university, has been found to be very satisfactory, producing better material.

The presidents reported that it has been the custom of each teachers college to recommend to a city board of education each year a superior graduate of the institution, who is permitted to enter the school department without a competitive examination; that this is looked upon by the graduate as a high honor, and that it is desired to extend this custom to other cities. Superintendent Wood suggested that this matter be included in the program of the next superintendents' convention.

The following resolutions were adopted:

Resolved, That the state teachers colleges in their summer sessions be authorized to offer the undergraduate courses in Education required for the administration and supervision credential.

Resolved, That graduates receiving the kindergarten-primary teacher's di-

ploma after September, 1927 may satisfy requirements for the elementary teacher's diploma also, by completing in a California State Teachers College a prescribed course of sixteen semester hours in addition to the three year kindergarten-primary course.

At the meeting held June 26, 1924, the board voted that after July 1, 1925, it would approve no high school course of study which allows credit toward graduation for elementary school subjects, including penmanship, spelling and commercial arithmetic as regularly organized courses. At the meeting held April 2, 1925, the board voted that such regulation should not become effective until July 1, 1927.

Mr. Will C. Wood, Director of Education, submitted for the board's approval the appointment of Mr. William John Cooper to serve as President of the State Teachers College of San Jose. The matter was referred to the State Teachers College Committee, which reported as follows:

"The undersigned committee on State Teachers Colleges of your honorable body, to whom was referred this nomination of William John Cooper of Fresno to serve as President of the San Jose State Teachers College, do report they

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## THE MAGAZINE WORLD

*First Issue, October, 1925*

### Editor

DONALD B. SNYDER  
Moses Brown School  
Providence, R. I.

### Publishers

THE ATLANTIC MONTHLY COMPANY  
8 Arlington Street  
Boston, Mass.

Say you saw it in the Sierra Educational News

have considered said nomination and recommend that the nomination be not approved by the said board of education of the State Board of Education.

Signed C. A. Storke, Chairman  
Florence J. O'Brien  
Helene Hastings  
Committee.

Mr. Storke moved the adoption of the report. It was seconded by Mr. O'Brien and carried by roll call vote as follows: aye, Mr. Merk, Mr. O'Brien, Mr. Storke and Mrs. Hastings; no, Mr. Jarvis, Mrs. Bryant and President Clarke.

MR. H. F. Minssen was appointed acting president of the San Jose State Teachers College by Mr. Will C. Wood, Director of Education.

A petition to organize a county junior college district in Siskiyou County, to be known as the Siskiyou County Junior College, was considered by the board and the petition was granted.

The San Jose State Teachers College was granted the privilege to grant the A. B. degree with majors in Home-Making, Home and Community Mechanics Education, Art and Music.

The following resolution was adopted:

Whereas this State Board of Education is in receipt of numerous communications and arguments, both written and oral, representing various and different schools of thought on the subject of evolution; therefore, be it

Resolved, That it is the policy of this board to list no books that teach evolution other than as a theory.

The teacher's credential of Chas. S. Buffington was revoked on account of unprofessional conduct.

#### RETIREMENT SALARY BUSINESS

The following resolution was adopted:

Whereas recent official investigations and reports have indicated that the present legal method of support for the California School Teachers Retirement Salary Fund is evidently in need of a scientific revision and will be within a few years entirely inadequate; therefore be it

Resolved, by this California State Board of Education that the state legislature be requested to appoint a commission to study the matter and to present to the next legislature a plan for financing said fund on a scientifically reliable basis, and

Whereas such commission will need to secure expert advice, the expense of which should be met by a state appropriation rather than from the retirement salary fund; therefore, be it further

Resolved, That the legislature be requested to provide an appropriation of at least ten thousand dollars for defraying the expenses of the investigating commission.

#### MEETING, MAY 4-6

THE State Board of Education met in special session in Sacramento, California, May 4, 1925. Mr. Ira W. Kibby was elected to the position of State Supervisor of Vocational Rehabilitation, at a salary of \$4000 per annum, to be

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## **Whitbeck's Industrial Geography**

By Ray Hughes Whitbeck, Professor of Geography, University of Wisconsin  
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This book is distinguished by its easy narrative style and its clear and logical presentation of the important facts of commercial geography. The treatment is simple, direct, teachable, and skillfully arranged. The volume is thoroughly up-to-date, and takes into account the mass of information collected in the latest censuses of the United States and other countries.

The book includes pictures, maps, diagrams, charts, reference tables, summaries, exercises, and index—a beautiful, fully-equipped book.

## **Fish's History of America**

By Carl Russell Fish, Ph. D., Professor of History, University of Wisconsin  
620 Pages Maps and Illustrations Price \$1.92

This new, distinctive interpretation of American history for high schools pays special attention to the changes in industry, business, education, religion, politics, and government that have taken place from the earliest days to the present. The account of the gradual expansion from the Atlantic seaboard colonies, generation after generation, westward to the Pacific coast is presented in a way which is not only adequate but makes a fascinating story.

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than follow the example set by the University?

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effective July 1, 1925, subject to the signing of the rehabilitation bill by the Governor. The resignation of Mrs. Grace C. Stanley as Commissioner of Elementary Schools was accepted to take effect May 7, 1925. The contract with the Rand, McNally Co., for the Third Reader by Holton & Curry was renewed for a period of four years, beginning July 1, 1925.

The board voted to advertise for bids for a civics for the grammar grades, the bids to be received by the secretary of the board at Sacramento on or before the hour of four o'clock p. m., January 4, 1926. The board voted to advertise for bids for textbooks in geography for the fifth and sixth grades, the bids to be received by the secretary of the board at Sacramento on or before the hour of four o'clock p. m., July 1, 1925. At the March meeting, the board authorized the printing of 10,000 copies of the song "California's Calling Me" by Otto W. Meisner, for distribution to the schools. Inasmuch as the Attorney General ruled that the School Book Fund cannot be used for this purpose, the board ordered the song included in future editions of the State Music Series.

Miss Mamie B. Lang, County Superintendent of Tehama County, was elected Commissioner of Elementary Schools, beginning July 1, 1925.

THE following list of appointments to the presidencies of the State Teachers' Colleges and Special Schools for the year 1925-1926 submitted by the Director of Education, were approved by the board:

Chico State Teachers' College—C. M. Osenbaugh.

Fresno State Teachers' College—C. L. McLane.

Humboldt State Teachers' College—R. W. Swetman.

San Diego State Teachers' College—Edward L. Hardy.

Santa Barbara State Teachers' College—C. L. Phelps.

State School for the Blind—R. S. French.  
State School for the Deaf—U. A. Caldwell.

California Polytechnic School—B. R. Crandall.

Action was deferred until the July meeting on the appointment of A. B. Anderson to the presidency of the San Francisco State Teachers' College, submitted by the Director of Education for approval.

The board adjourned to meet in regular quarterly session at the Fairmont Hotel in San

Intelligence tests and physical examinations of subnormal children in the schools of Montgomery County, Maryland, are being made under the direction of the State Board of mental hygiene. This, the State's first step in preventive work in the schools, is being made at the request of the county superintendent of schools and the county health officer.

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## CHANGING IDEALS IN EDUCATION

(Continued from Page 388)

which the school is failing, it may be failing not because of my faults, but because of the shortcoming of the stuff that you are sending to me to use in the educative process."

We have learned that it is not enough to have an extensive school system and a compulsory education law. We must have schools and methods for various degrees of intelligence. While we do not accept as final scientific truth all of the statements of all of those engaged in giving intelligence tests, and in writing the results of their investigations, yet we are sure that intelligence may be measured. In the main we may be guided into new method by the new discoveries. Those who gave the Army Group Tests confirm by their results the statistics of the attendance upon the various grades, and show why the curve of decreasing attendance is what it is.

### Training for Citizenship

To the writer it seems that the study of the physical sciences has just about reached its zenith, if indeed it is not receding. It has been dominant for thirty years. It has created a materialistic generation, a generation which worships things. Its method is right, its objects are noble, its results are often misinterpreted, not only by itself, but by its self-appointed philosophers. Who shall speak for it? Let me present Doctor Robert Milliken, a recipient of the Nobel Prize in Physics for 1923, director of the Norman Bridge Laboratory of Physics in Pasadena, California.

At the dedication of that great laboratory Doctor Milliken said, "I wish to accept this gift in the name of all of those who believe as I do, and as the trustees of this institution from the start believed, that Science in itself is not the most important thing in the world, but that the salvation of the world is to be found in the cultivation of Science together with the cultivation of the belief in the reality of moral and spiritual values. Science alone may destroy this world instead of saving it, but the trustees of this institution have from the start differentiated it from most technical schools in the altogether exceptional emphasis which has been laid in its curriculum upon cultural and spiritual development."

This is both a confession and a dedication. A comparative study of college curricula shows that the physical sciences in a group of eight-

een of the leading colleges of the United States had an increase of only .81 in eight years, even when physical education is added to the list of physical sciences. Mathematics steadily declines while astronomy is nearly gone.

### Rise of Social Sciences

**I**N the same college during the same time there is a remarkable increase in the social sciences, history, political science, economics, and sociology. The leadership in scientific study seems to be shifted from the natural to the social sciences, not because of a lack of appreciation of the natural sciences or of the possibilities of applied science, but because student life is being convinced that an old question may be paraphrased to read, "What shall it profit a man to know the whole universe if he cannot live with his fellows?"

All of the values of discovery in the field of Nature must be turned to human good. All of the method developed by the pursuit of truth in the field of Nature must be applied in the field of human relations. We know how to use Nature, to make it subservient to our human needs, but we do not know how to live together for the common good.

We do not know how to live together as husbands and wives. In 1923 there was one divorce for every eight marriages in the United States. Judge Ben Lindsay, who perhaps knows more about domestic relations and court procedure in America than anyone else, has said that there are as many full separations that never reach the final court decree as there are those that are finally entered upon the court records. In California in 1923 there was one divorce for every five marriages, and in Nevada one for every nine-tenths of a marriage.

All over America the cry is of the widening breach between parents and children. Certainly strikes and lockouts prove to us that we do not know how to get along with one another in industry. We hardly know now even the direction we should take in finding just international relations.

### A New Emphasis

In the field of the social sciences themselves the emphasis is shifting. Students are not studying history simply to satisfy a cultural curiosity, but to know an adequate description of ideas and institutions in motion. They

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are not studying political science simply to be able to reproduce on paper the structure of the governments of the world. They are studying economics, not simply to learn a few systems of theorists trying to set forth an ideal system of trade and commerce; they have learned that they must master the actual facts of production, distribution, and consumption of goods, and that the use of economical methods in all of these fields alone will produce plenty and prosperity. They are learning that every uneconomical process must be eliminated. They are also learning that economics can no longer be studied from a provincial standpoint; the science has been developed to world-wide proportions.

#### A Finer Humanity

THE students are studying sociology, not to find how the submerged tenth exists. Sociology is no longer glorified slumming.—It is a serious scientific attempt to discover the laws of good human association. The students of education are not so much interested in theoretical methods of broadening fields of reason as they are interested in knowing the facts about folks.

The world is sick; the world is poor; the world is sad; the world is pessimistic. The world can be made well by substituting for the passion for finer things, a Passion for a Finer Humanity.

Mr. H. G. Wells is not in sympathy with modern Christianity. He is out of harmony with our modern ideas of government. For

him the times are out of joint. The World War nauseated him, and yet he wrote "Mr. Britling Sees It Through." He was allowed to visit the battlefields. After the war he was allowed to visit Russia.

FOR two years Mr. Wells stood upon an imaginary promontory and allowed the history of mankind to unroll before his mind. He saw primitive man emerge into the rude elements of political and social organization. He saw the beginnings of family life, their evolution into the tribes, clans, cities, states. He saw the growth of matriarchates and of patriarchates; the growth of nations and of empires.

He pictured for himself the river civilizations and the sea and ocean civilizations; he saw the rise and fall of city civilizations, the beauty and drabness of feudality, the rise of modern European states; he saw some of these swell into political and economic empires with their clashes of interest culminating in the welter of blood called the world war. From his promontory he gazed into the trenches; he peered beneath the sea and saw the submarines; he gazed into the blue and saw the swift death of the aviator.

He saw more—the vision of civilization throttled by hatred. He knew that humanity would not commit suicide,—that it would recoup its losses in lives and treasure; but as he gazed from his vantage into the future he said, "The future is a race between chaos and education."

May that education teach us human values!

#### PART-TIME SCHOOLS

A VALUABLE survey of part-time education in California was reported at the annual convention of high school principals. The following reasons were given in behalf of a separate part-time school building, as opposed to the current practice of housing the part-time work in any leftover quarters:

Part-time instruction should be supplementary to industry and not to high school. Part-time pupils are special problems, needing special analysis and special solution. Part-time pupils are different from the regular high school pupils and the two types should not be mixed. A separate building would give part-time school the identity which it greatly needs. Morale and better service will be possible under a separate building.

A separate building will relieve the problems of discipline and make possible the building up of a school spirit. The part-time pupil has a feeling of independence. This feeling should be capitalized and it can be done only in a separate building. The separate building will make the organization of a part-time education program easier and much more effective.

The separate building will afford an opportunity to solve these special problems without interference. The special adjustment phase of part-time education for pupils who are out of place in the full-day schools is due for a rapid development. This important work can be accomplished only with a special environment, adequate equipment, and contact with other pupils of like interest. A separate building is absolutely necessary to accomplish this.

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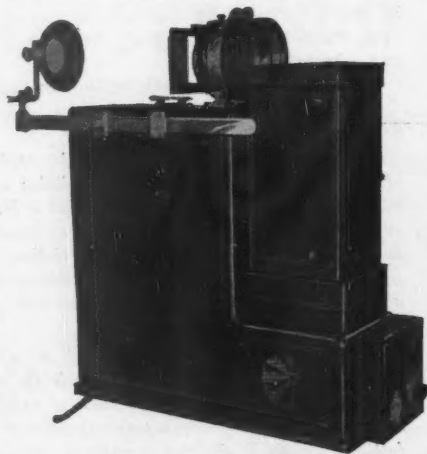
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## C. T. A. EXECUTIVE SECRETARY

(Continued from Page 400)

der its own by-laws, provided these are in harmony with the constitution of the state association. This latitude allowed sections, has led to a spirit of democracy and to the development of local groups along the lines of their own individual, particular desires. It must not be forgotten, however, that with this local initiative and individual development, there is always the necessity for a proper centralizing influence. Ours is a state organization. Education is a matter of state concern. Our motto should be: "Each for all, and all for each." The success of our work depends upon mutual trust and co-operation.

A BIT of history at this point will prove both interesting and illuminating. When plans for the reorganization of the C. T. A. were under consideration, the present writer, then dean of Throop Polytechnic Institute, wrote James A. Barr, then superintendent of the Stockton schools, as follows. We quote from our letter of December 16, 1908:

*"It would be to the best educational interest of the state to secure unity of action. This matter of reorganization was thoroughly discussed at the Southern California Teachers' Association meeting last year and in the Committee on Resolutions, of which I was chairman, we determined on a line of policy." (One combined state association with several contributing groups such as our sections now are). We then went on to say, "The value of this plan would be first, to bring out at the combined meetings some of the important educational problems demanding solution throughout the entire state and country, and second, would allow each section of the association to work out the details of its own problems in its own way."*

An illustration will suffice to make clear the point in question. Under our form of organization, each section of the association finances its own annual meeting or convention. It is responsible for its programme and determines its subjects and speakers, independent of other sections, or of the state association proper. It is true, however, that in the interest of economy, the officers of one section frequently co-operate with those of another in securing and paying for the services of a speaker, or speakers. Our best interests, in a state-wide sense, would be served, did the State Council at its annual meeting in April, or at an earlier date, determine upon some special problem or problems that should engage the attention of the entire state for the particular year. This chosen theme or problem should be the prevailing note running through all section pro-

grammes. This centralizing and unifying theme will make it possible to rally around a state programme. It does no violence whatever to local initiative. Each section may, as now, give special emphasis to its own particular problems. A committee of the council on statewide programmes would perhaps be desirable. The presidents of the several sections could very well serve on such committee. The central office can materially assist in acting as a clearing house. We already have a large amount of material in our files relating to qualified speakers.

### Importance of Committee Work

Another point of closer co-operation than obtains at present is that of committee work. The reports of the committees of the council during the past dozen years have been far reaching in their effects. It is probable, however, that at the present there are too many committees. It does not seem practicable for all these committees to work to advantage in bringing forward constructive reports.

The sections, too, have committees at work. It is here that the special local problems can best be investigated and reported upon. Aside from these, and having determined upon a state programme, it will be well for the sections to name committees to study the same problems that are under investigation by committees of the state council. This will lead to a closer working unity between the state and the sections, and will prove of mutual advantage.

### Harmonizing the By-Laws

In a number of minor points there are discrepancies as between the by-laws of a given section of the association and the constitution of the state association. These discrepancies have crept in through the amending of section by-laws, or the forming of new sections. These by-laws should be made to harmonize and thus remove any possibility of misunderstanding. It is recommended that a committee comprising the section secretaries, together with the president and secretary of the state association, make a study and report at the next council meeting, with a view to recommending, where necessary, suitable revision of the by-laws of the several sections at the next annual meeting of each section.

We are at this time building up a general information and service department in the central office. Every week there reaches us a multitude of letters of inquiry, questionnaires and correspondence of technical and general

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nature. We find also that there is remailed to us, for investigation and report, many letters of inquiry. Sometimes we do not have at hand the specific information asked for, but in such cases we always do our best to secure the same to the satisfaction of the questioner.

#### Problems for Study

**T**HERE are a number of important problems that should be given consideration either through committee action, or otherwise. One of these is the question of budgeting. An annual budget should be made the basis for all school expenditures. The law requiring school budgets is to be commended. Every school bond issue should be carefully budgeted in advance, with provision made for each item whether for the site, the building, the equipment, ground improvement, etc. With such a school bond budget made out and lived up to, each school building will be complete and completely equipped in the most economical way.

Every school district whether city, town or rural, should have a definite, constructive building programme. Any such programme should not only anticipate the needs of the future, but should take into account the replacement of old, unsanitary school buildings, and of worn-out and antiquated equipment and apparatus.

The national study of visual education given in the February issue of the Sierra Educational News, shows clearly that every modern school should be equipped with visual aids. California now leads in this work. Such leadership should be maintained by further extension of what already has been accomplished.

The radio programmes for California schools, now being developed by the State Department of Education, give promise of a high measure of success. With the growing use of the radio in the home and business life, its use in the schools should be further extended.

Greater emphasis should be given the consolidation of elementary schools, particularly in the rural communities. Care should be exercised that the interests of elementary school boys and girls be conserved through the most modern type of school buildings and through ample school grounds. Too great attention has not been given the high schools, but altogether too little attention has been devoted to the elementary schools in these regards.

The Junior High School has made a splendid beginning. No where more than in California, is the development of the Junior High School

noted. Now that the rough work of pioneering is over, the time is ripe for the perfecting of courses of study adapted to this new type of school. The curriculum of the seventh and eighth grades obviously is not suited to the purposes and programmes of the Junior High School. A committee could well give attention to the working out of a suitable course of study.

#### A Four-Year Programme

**N**O business can truly succeed that does not lay plans for the future. Education is both a business and a profession. Individuals, officers and members come and go, but the organization must continue. We build not merely for today, but we build today in light of the future. What should a four-year programme seek to accomplish?

1. In four years the teaching force in California will have grown to at least 40,000 in the elementary and secondary schools. New recruits are constantly coming into the system, and to these must be carried the professional spirit and atmosphere and the meaning of organization. In 1929 every teacher in the state should be a member of national, state and local associations. Every teacher in training in Teachers' College, or education department of higher institution of learning, should take on the duties of membership before beginning to teach. The time has come when a teacher is considered as performing less than her professional duty, who does not hold membership in national, state and local associations.

2. Members of the staffs of Teachers' Colleges, and institutions authorized to certify teachers should become professionally minded and hold membership in national, state and local associations.

3. Every county in the state should be actively affiliated with a section of the association. If any county in a given section finds it impracticable to meet in annual convention with other counties in the section, the section by-laws may be so amended as to grant such county adequate and satisfactory representation in the section organization. In other words, every teacher in the state should attend annually a meeting of a section of the California Teachers' Association.

4. Every teacher should subscribe to and read at least one educational magazine other than the official state journal. Teach-



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ers of lines of work outside the regular established curriculum should keep in touch, through current literature, with the progress in such special phases of work.

5. A State Teachers' Professional Improvement Board, as set forth in the report offered by Superintendent H. B. Willson and his committee December last, should be in general effect in 1929. A large percentage of the teachers of the state should be enrolled for study in this organization.

6. A unit of administration larger than the present district form of organization should be in force in 1929. The County Superintendent of Schools should be an appointive officer. The advantages of this plan were pointed out in my report of April 14, 1917.

#### Under-Paid

The most shamelessly under-paid official in the State of California is the County Superintendent of Schools. It is a pity and disgrace that men and women of the training and experience of many of our County Superintendents, and in consideration of the responsibilities devolving upon them, should receive salaries so absurdly inadequate. Every effort should be made to bring about a radical change in this regard in the next four years.

7. The State Board of Education should be entirely reorganized through constitutional amendment and the Superintendent of Public Instruction should be an appointive officer under this board. While a properly constituted State Board should, as a body, be non-partisan and non-sectarian, the chief consideration is that the members should serve for long terms and without pay. The term of the Superintendent of Public Instruction should be for not less than four years at a salary to be determined by the board. The appointment of such superintendent should be the chief function of the board, which body should not be expected to devote its time to other matters in connection with education. The Superintendent of Public Instruction should nominate his own assistants, sufficient in number to carry on his office properly, and then should be held strictly for results. As stated by President Aaron of the Board of Education of Pittsburgh: "The business of a Board of Education is to appoint a superintendent of schools and then stand between the superintendent and the people, leaving their administrative officer to conduct the schools." The enactment into law

of the Jones-Harris constitutional amendment will go far toward meeting the ends desired. Should this amendment fail of passage we should go to the people with an initiative proposal for such law.

8. The present Retirement Salary law should be strengthened. An actuarial investigation should be carried on to determine the exact nature of the problems to be met and their most businesslike solution. With adequate sources of income properly established, so that stability is unquestioned, the annuity should be increased. Many teachers now who should retire find it impossible to do so because the retirement salary is hopelessly inadequate, especially where nothing has been saved against the inevitable rainy day.

Any committee, legislative or otherwise, appointed to study and report upon this question, should include two members from the California Teachers' Association.

9. A loan fund for teachers who, through prolonged illness, or in caring for others, have reached the financial breaking point is essential. There are many teachers whose meagre savings have been entirely consumed. With no collateral and few influential friends of financial standing, they suffer in silence. I have on numerous occasions pointed out the need for such a loan fund. Cases frequently come to our attention proving that the loan of a few dollars is of great benefit. This fund should be properly invested and safe-guarded under the Board of Directors, and used only in extreme cases, and those not cared for by the Retirement Salary Law.

#### A Great Leader

IN closing this report I can not refrain a word in memory and regard of one, who for ten years, served as my superior officer and as the President of this Council and of the California Teachers Association. It was inevitable that Mr. Cox should be intimately known to me in the relations of leader, advisor, counselor and friend. Clear in his thinking, calm and judicial in his judgment, fearless in his action, gentle and just in decision, E. Morris Cox accomplished for the children, the teachers and the schools of California results that today can not be reckoned at their real value. His was a life of services. His good works shall follow him.

ARTHUR H. CHAMBERLAIN,  
Executive Secretary.

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## COUNCIL REPORTS

(Continued from Page 404)

formation available on cost. In some cities it is stated that there is little expense and that for the slight additional cost of administration. In Boston the practice is to put a substitute teacher on a per diem basis. Generally, one-half the pay of the regular teacher exceeds the pay of the substitute. Some other cities give the teacher on leave the regular salary less the pay of the substitute. A few cities grant one-half pay without conditions.

Estimates of the number of teachers in a given system that would be eligible for leave approximate 10 per cent of the total. Considering the fact that not more than one-half of the regular salary is paid, a certain number of teachers having dependents would be eliminated. These added to those who for a variety of reasons could not take advantage of the leave would bring the number considerably below 10 per cent. Boston limits the number to 1 per cent; Rochester limits the number to 15 teachers in any one year; Minneapolis limits the number to 1 per cent, but less than that number have applied.

### Expressions of Opinion

**I**N commenting upon the plan proposed for New York City, Dr. Clarence E. Meleny, Associate Superintendent in charge of high schools said: "It is a plan, which, when in force, will prove of great benefit to the teachers and the schools. It will not cost the Board of Education anything, and the schools will be affected only insofar as the classes will be taught by substitutes or young teachers from the eligible lists. In cases in which a young, active, and enthusiastic teacher takes the place of a teacher needing rest or relief from long years of arduous work, the classes will be benefitted."

In the same connection, Dr. William L. Ettinger, late Superintendent of Schools, New York City, said: "I heartily approve of granting a sabbatical provided the matter can be arranged so as not to add to the heavy burden which the city at present carries. On the other hand, I do not believe a sabbatical year on half pay will be sufficiently attractive to induce those teachers, men and women, with dependents, to take advantage of such leave."

Principal Joseph T. Griffin of one of the New York high schools who visited Boston on sab-

batical leave is reported in the American Educational Digest, September, 1924, as follows: "The Boston schools have for some years back been granting a sabbatical year. Superintendent Burke is quite enthusiastic about it. He says there is no overwhelming demand on the part of teachers to take advantage of the opportunity because of the financial loss involved, but enough teachers avail themselves of the opportunity to justify the existence of the plan. . . . The Superintendent of the Boston schools declares that in every case the supervisors have noticed a marked improvement in the work of these teachers when they return to duty because there is a new angle, a new point of view, and the added stimulus to the work. It is like an infusion of new blood, he says, into the school system."

Miss Florence Fish, a teacher in one of the Minneapolis high schools writes: "There is no question about the value of this sabbatical leave. I had a half year last year, and spent the time in Columbia University. It gave me an opportunity to get an M. A. degree, and more than that I had time to do some thing that I had been wanting to for a long time. The great difficulty of the plan is the question as to whether the teacher can get her old position back again. If this is safeguarded, the plan is of unquestionable value."

### Conclusions

The sabbatical leave affords a means whereby a teacher may become more efficient by making new and varied contracts; by prolonging the growing period; and by shortening the period between the dates of the acquisition of her knowledge and methods and their application.

By proper safeguards in the manner of granting the leaves and some limitation on the number granted in any one year, the cost should not be great enough to serve as an obstacle to the establishment of a system of leaves.

In order to be of most benefit, the request for the granting of sabbatical leave should come from the teachers themselves.

ED. I. COOK, Chairman,  
JEANNETTE JACOBSON,  
(FLORENCE E. MARTIN),  
No longer on Council.

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## AMERICANIZATION

*The recommendations of this committee are worthy of careful study and practical action in every community which has an "Americanization" problem. The recommendation could well be brought before local P.-T.-A.'s., Service Clubs, and teachers' organizations with a view to fitting them to the local situation.*

IN THE thirty-first biennial report of the Superintendent of Public Instruction may be found a comprehensive summary of the Americanization program launched in this State since the establishment of the Department of Adult Education, January, 1920.

At that time there were a number of cities where evening schools were offering classes in English and citizenship practically all taught by untrained teachers. During the last five years most of the leading cities of California have introduced Americanization classes into their evening schools, and a strenuous effort has been made to arrange teacher training classes to meet the needs of this growing activity.

In 1920 there were practically no high school districts outside of cities offering English or citizenship classes. Now, there are more than seventy-six rural high school districts sponsoring adult education. There is much room for greater expansion.

### Home Teachers

Oakland and Los Angeles were the first cities to employ home teachers. San Francisco has made great strides along this line, and many other cities are now satisfactorily working out home-teaching programs. This direct contact with foreign mothers not only helps them to an understanding of American customs, standards, ideals, and institutions, but also insures the success of our evening schools.

The teaching of the non-English speaking child has also been stressed throughout the state. The normal schools co-operating with the Assistant State Superintendent of Public Instruction, in charge of Adult Education, conducted institutes at Sacramento, Fresno, San Jose and Santa Barbara. Lectures were given, and demonstrations were held for the observation of hundreds of teachers. The Commission of Immigration and Housing assisted by undertaking an experiment in the education of the foreign child. Ten schools were chosen in Southern California for this experiment, the supervisor was given full freedom to abandon the usual course of study, and direct the

teachers. As a result of this experiment there are three centers of teacher training with special emphasis on the education of the foreign child, and thus freedom and loyalty are substituted for misunderstandings and prejudices.

### Neighborhood School

The State Teachers' College, San Francisco, has undertaken to demonstrate a model neighborhood school for immigrant education in an Italian community. Afternoon classes for women and evening classes for both men and women have been held. The chief object of this experiment is to train prospective teachers in this field of effort by giving them first-hand, practical experience. The teachers live among the people they instruct.

At the present time the classes that are being prepared for naturalization are being crammed to answer the question of the Naturalization Examiner. Our State director has offered two plans to improve this condition: First, the training of the teachers for immigrant education by a course in American political institutions; and second, a system of accrediting teachers whereby the teachers are given freedom to devote all their attention to the study of citizenship in a practical way, and relieved from the worry of the examinations.

The State Department has provided an "Outline of Course in Citizenship for the use of Teachers in Naturalization Classes." This course is intended primarily to call forth discussion, and prepare for intelligent participation in American life.

### School a Social Center

Country districts throughout the State have been encouraged to carry on social activities with the school as a center. Rural supervisors, physical culture directors, and local organizations are playing a prominent part in bringing into these gatherings the foreign population, and providing for them programs along cultural lines as well as entertainment.

Sections 1761 and 1764, California School Law, have made it possible to place immigrant education on a sound financial basis. The Home Teacher Act, 1915, and the second sec-

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tion of the Part-time Act, 1919, providing for those between the ages of 18 and 21, a similar law of 1923 which deals with adults over 21, and the Naturalization Law of 1921 show that an effort has been made to place immigrant education on a solid foundation.

### RECOMMENDATIONS

#### I. More Intensive Teacher Training—Higher Standards.

We have accomplished a great deal in teacher training for Americanization, but more and more intensive training is necessary. We must have more full-time teachers. Teachers who work all day with children are not so fit to carry on evening school activities as those who are trained specialists, and can devote all their time to the problems of Americanization.

This means they must be paid adequate salaries, and calls for further financial provision. This cannot be accomplished immediately but ultimately such a program should be carried out.

#### II. A Teachers' College Course to train the student to teach the non-English speaking child.

Too frequently young teachers are sent out to teach in localities where foreigners predominate, and they are not equipped to cope with the situation.

#### III. A change in the Naturalization Procedure.

(a) Examinations for candidates for citizenship conducted by Naturalization Examiners in the classrooms.

(b) That the C. T. A. get behind the efforts

of the State Director to work out such a program.

Teaching facts of history may enable a man to get his final papers, but this is no guarantee that he may become an intelligent citizen or a good citizen.

If the Naturalization Examiners will agree to visit the evening schools, and conduct examinations there or in other centers selected for convenience, thus relieving the candidates from the embarrassment of a court examination, and giving the naturalization teachers an opportunity to carry out the psychology of good teaching, then we may be assured, to some extent, that the new citizens will be impressed with American ideas, ideals and aspirations, as well as well-grounded in the principles of our government.

#### IV. Organized Team Work—

(a) The support of the public.

(b) Intelligent co-ordination of the working agencies.

If the idea of checking the efficiency of community service by means of a Community Score Card as suggested by the Federal Council for Citizenship Training could be carried out in our counties, the attention of the community would be directed toward the important factors that constitute good citizenship, and the spirit of rivalry would cause measures to be taken for future constructive work along these lines.

JOSEPH E. HANCOCK, Chairman.

W. L. STEPHENS.

ETHELIND BONNEY.

## IMPROVEMENT OF TEACHERS IN THE PROFESSION

*Mr. Wilson's committee has presented at the Council meetings, in recent years, a valuable and forward-looking series of reports, which have been published. California can well afford to continue its leadership in the field of the professional self-improvement of teachers. The Council's plan is sound and worthy of all encouragement.*

**A**LTHOUGH your Committee reported finally at the meeting in Los Angeles last December and was discharged, as the former Chairman, I am glad to act upon the suggestion of the President and Executive Secretary of the California Teachers' Association and suggest that the Board of Directors of the California Teachers' Association should immediately appoint a committee to develop the details of carrying out the plans already approved for putting into effect a professional improvement program applicable as nearly as possible to all the teachers of California.

This committee should confer with the

Board of Directors as to the details which they believe should be carried out and should be made responsible for the necessary conferences and for the completion of the necessary arrangements. This will involve reaching agreements with the State Board of Education, the Commission on Education, and with the State Superintendent of Schools, also with the County Superintendents of Schools, as to the details and the means of their application to the teachers of the state. A good report of progress, may be a final report for action, should be ready for the meeting of the Council next December.

H. B. WILSON, Chairman.

Twenty-five million dollars additional funds have been asked by the New York State Regents and Departments of Education, to maintain standards in the State's educational system. The state now pays only 17 per cent of the cost of its schools. This bill would increase the percentage to 24, and New York would still be under the average to the other states. New Jersey, for example, pays 50 per cent. The variation in the amounts expended by New York cities for public education is indicated by the following per capita costs (1923): White Plains, \$143.51; Buffalo, \$125.19; New York City, \$104.60; Jamestown, \$91.34; Oswego, \$89.84. In other words, if a boy moves from Oswego to White Plains, he will have \$53.67 more spent annually on his education.

School taxes can be lowered. We can shorten the school period, the school year, the school day. We can go back to the days when high schools were for the select few. We can reduce salaries and drive out of the schools our best teachers. We can eliminate from the curriculum all but the most obvious essentials. We can go without modern equipment, we can house children in barracks, we can stand them in rows in these substitutes for school houses. We can abolish all health work, discharge all school nurses. We could even abolish schools and save all our school taxes. We could thus add a billion-and-a-half to our twenty-billion-dollar luxury bill. We would save almost as much as we spend for tobacco.—Wisconsin Journal of Education.



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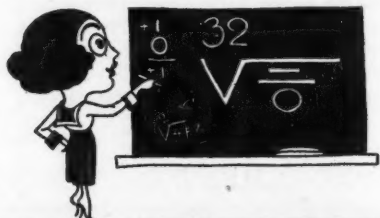
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## DETROIT'S VISUAL PROGRAM

(Continued From Page 410)

organization and also from the projection point-of-view. The first part of the training is taken care of by the platoon department. Extension courses at Detroit Teachers' College and supervisory visits by members of the platoon department give this training.

The mechanical training for the running of the projector is handled by our department. The teachers may get this training either at the central office or the professional operator from the department goes to the schools. A close follow-up is made on the mechanical training. Frequent visits are made to all schools in order to "speed up" the teacher technique for the running of the projector. Standardized equipment means that in each school the proper equipment is placed which will give the best results for all the various conditions which exist. Without the proper equipment the use of films would be greatly hindered.

The regular auditorium activities of the schools, parent-teacher meetings and occasional entertainments, are the three ways in which the films are used. The auditorium activities make up the major part of the use of films. In one week there is approximately 30,000 feet of film used. This amount of film is shown to 60,000 children in the elementary, intermediate and high schools.

### Film Library

Our film library at the present time consists of about 200 reels. These are classified under the following types: Literature, art, health, geography, nature study, history, civics, general science, vocational education, entertainment, conservation of life, Americanization, industries, travel, agriculture and special films. The availability of films is a very important factor. This can be controlled only through the maintaining of a department library.

The organization of the Detroit schools is a six-three-three type (6-3-3). There are six grades in the elementary, three grades in the intermediate, and three grades in the high school. The elementary, intermediate and high school have six special departments—health, vocational, social science, exact science, art and languages. At different times throughout the year all departments are represented in the film program.

The content synopsis has a most vital part in the functioning of the film program. It is this synopsis that forms the basis for the teachers to make the selection of films which will correlate with the various units of school activities. It gives the teachers the necessary background for talking intelligently about the film. Herein lies the greatest possibility for using films in connection with project teaching.

All films are rated in accordance with our film rating cards. This gives us a partial basis for making better selection of films and eliminating those films that are unsatisfactory.

### Supplying Films

Films used in the regular auditorium activities are supplied in two ways: (1) by film rental

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The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California textbooks, as follows:

Lower elementary and advanced geographies for the elementary schools, as follows:

Geographical material for fifth and sixth grades of the elementary schools.

Manuscript or sample books of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before July 1, 1925.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbooks in geography," may be submitted on or before the hour of 4 o'clock p. m. of July 1, 1925.

Specifications, giving rules and particulars concerning this matter, may be had upon application to the Secretary of the State Board of Education, at Sacramento.

**State Board of Education**

Sacramento, California.

WILL C. WOOD, SECRETARY

## ADVERTISEMENT

### Bids Wanted for Textbooks in Citizenship

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California text material in citizenship for use in the grammar grades of the elementary schools.

Manuscript or a sample book of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before January 4, 1926.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bid for textbook in citizenship," may be submitted on or before the hour of 4 o'clock p. m., January 4, 1926.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

**STATE BOARD OF  
EDUCATION**

WILL C. WOOD, Secretary

Sacramento, California



and (2) from the department library. In order to know what type of films to rent or purchase, a threefold policy has been adopted. The policy is as follows: (1) preview all films before renting or purchase; (2) examine courses of study with a view to secure films that most nearly correlate with the school activities; and (3) make a careful study of film ratings as made by auditorium teachers. If our materials are to be made better, it can only be a result of the proper use of present day type. With all departments of the school co-operating, the auditorium teacher can develop a technique suitable for the presentation of our present day type of film. This technique will serve as a background and will allow much flexibility in adapting our earlier techniques to the new type of educational films which can only be result of our experiments.

The cost analysis of films is for the purpose of answering the question, "Is it cheaper to rent or to own films." Our experience in Detroit has proven that it is cheaper to own films. This information considers only the financial point of view. No doubt a film library could be well justified upon the financial point-of-view and on the basis of better correlation.

#### Values of Specialized Library

The ultimate result of all the activities mentioned in the various channels will be a specialized film library. This is a direct result of the co-operative working relationship that has been established. The specialized film library will bring about the following results in a visual education film program:

1. It will greatly increase the amount of correlation between the films and the subjects being taught.
2. School projects can be launched and completed with much better results and in a much shorter time.
3. It will cause a disappearance of the "novelty" factor in the use of films.
4. Scientific experiments and research activities will be greatly improved.
5. A selection of better materials will naturally result.
6. It will justify the need for standardized equipment.
7. It will develop a scientific attitude regarding the philosophy, history and psychology of visual education.
8. It makes possible a better standardization of experiences for all children seeing the films.
9. The element of teacher training is greatly clarified and makes possible a better adaption of Visual Instruction courses to the school needs.

Character education is not only stressed in the Seattle schools, but the quarterly report of parents to parents of children in the first eight grades follows up such training by carrying a list of ideals which are desirable alike for citizenship and school success, upon which the boys and girls may be graded. These points are—reliability, attention, thrift, good workmanship, influence, courtesy, cheerful co-operation, school service, promptness, self-reliance, self-control, good sportsmanship, initiative.

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A series of motion picture films, available for school use, has been developed by the North East Electric Company. The following is a brief description of these interesting films:

Subject 1. Electricity in the Motor Car. (1 reel.) A brief outline of the progress of electrical development and its special application to the motor car.

Subject 2. How the Generator Works and Why the Starting Motor Starts. (2 reels.) The operating principles and functions of the electric generator and starter on the automotive vehicle.

Subject 3. One for Two: The Starter-Generator. (1 reel.) How both generating and starting functions are performed by a single unit machine.

Subject 4. The Burning Question: Ignition. (2 reels) Production and control of the electric spark for igniting the gas in the internal combustion engine.

Subject 5. The Electric Starting and Generating System in the Motor Car. (1 reel.) Principal features of Starting and Generating popularly presented.

Subject 6. Ignition (1 reel). Simplified explanation of how the Ignition system works.

These films through animated cartoons and diagrams will make it possible for any one to understand what goes on in the electrical system of an automobile. Each reel is about 1,000 feet long and requires from 12 to 14 minutes for projection. The films are available for school use without charge except for transportation, and may be secured by writing to North East Electric Company, Rochester, New York.

**The President of the California Teachers' Association**, Mr. Mark Keppel, who is County Superintendent of Schools, Los Angeles County, will return on June 15th from an extended automobile tour. Mr. Keppel and his family have crossed the continent, with Buffalo, New York, as the objective. Although the trip was planned primarily as a vacation tour, Mr. Keppel will be in touch with progressive work in the State Educational Association along the way. He is nationally recognized as a great educational leader.

**The Boxer Indemnity fund** is hereafter to be administered by the newly organized China Foundation for the Promotion of Education and Culture, of which 10 Chinese and 5 Americans are trustees. Chinese educators hope to secure a portion of the proceeds of this fund for the development of a modern public-library system in China.

**Rural-school children** in New York State ask more questions about invertebrate animals than about any other natural science group. Birds come second and trees third. This statement is based upon a record of the questions asked for three consecutive years.—Cornell University.

**Progressive Education**, a quarterly review of the newer tendencies in education, is now in its second year, and is maintaining a distinguished quality of content and typography. In many respects it is the most beautiful education journal in America, and in its materials is many laps ahead of the majority of its contemporaries.

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# CALIFORNIA HIGH SCHOOL PRINCIPALS' ASSOCIATION

## Report of the Secretary-Treasurer Financial Report April 10, 1925

### Receipts

Balance on hand April 13, 1924 as per report at Santa Cruz .....	\$ 605.95
318 Memberships @ \$5.00 .....	1,590.00
Appraised loss due to non-delivery of bulletins by Casa del Rey .....	60.00
National League Women Voters, 50 copies "Who's Who" .....	6.00
Interest on Savings Account to July 1, 1924 .....	27.03

Total ..... \$2,288.98

### Expenditures

Stamps .....	\$ 70.68
Clerical Help .....	103.85
Printing (bulletins) .....	603.33
Stationery .....	13.22
Telephone & Telegraph .....	6.38
Speakers .....	106.90
Salary .....	180.00
Traveling Expenses of Executive Committee .....	121.28
Checks returned marked "No Funds" ....	10.00

Total ..... \$1,215.64

Balance April 10, 1925 ..... \$1,073.34

### On Hand

In Savings Bank, since July 1, 1924 ....	\$ 800.00
Cash .....	110.00
Commercial Bank .....	163.34

Total ..... \$1,073.34

Total number of different principals in California .....	440
Total number of principals paying dues....	318

Number not paying ..... 122

Respectfully submitted,  
L. P. FARRIS,  
Secretary-Treasurer

The foregoing report has been examined by myself and found to be correct.

JOHN F. DALE,  
Auditor.

**Hail the Flag!** is the title of a new patriotic song; words by C. E. Hudspeth, music by Herman Trutner, Jr., both teachers, of Oakland, California. It is published in an eight-page brochure, with music for mixed voice, mixed quartette, low voice, and male quartette. An order of service, for the purpose of honoring and respecting the flag, is given; also a tribute from the flag. Glenn H. Woods, Oakland, director of music, commends it highly. The song is published by the Patriotic Song Publishing Company, 759 Fifty-ninth Street, Oakland.

The co-operative system in education, says Dean Herman Schneider of the University of Cincinnati, is based on the very simple principle that practice and theory should be co-ordinated. It enables young men to pay part of their school expenses.

Dr. Lightner Witmer, University of Pennsylvania, known as "father" of the psychological clinic, stresses diagnosis, by trained clinicians, of superior and inferior children. The human mind, instead of being a "three-dimensional" entity, as it is often considered, is, according to Witmer, far beyond that in scope and range. In the case of genius it may go to the 780th dimension. He cautions against too strict a dependence upon I. Q's and correlation coefficients, and ridicules those who express in two decimal places the I. Q. of a child.

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WRITE FOR BOOKLET

Religious instruction during school hours has been hazardedly and uncertainly approved by New Jersey. By a vote of 5 to 4 the State Board of Education has given official sanction to the principle of excusing public school children in school hours to receive outside religious instruction at their parents' request. This ruling is of State-wide application. It does not even put a time limit on such religious training in school hours. There was considerable talk of the Board's sitting "as a court" in passing on this question. It is not a court, but an administrative body, and the State school law is its guide. What the Board did, therefore, was to determine a policy for itself, not settle the meaning of the law.

By a bare majority of one, says the New Jersey Journal of Education, it registered the opinion that if local boards of education wanted to permit this practice of outside religious instruction in school hours, they must so far as State Board was concerned. The State Board assumes that the religious instruction for which these pupils were excused is an "equivalent" training for the curriculum authorized by law. The Board probably sets up a distinction between this kind of instruction and "religious service or exercise" flatly forbidden in the law.

An anomaly of this situation is the fact that the last Legislature refused to amend the school law to give local boards just the power that the appointive State Board's decision grants it.

The educated mind is the greatest producing agency in the world.—John H. Gehrs in School and Community.

The Sacramento school administration was one of the first in the United States to recognize the value of supervised study in the grades. During the past twelve years all study subjects have had regular periods devoted to them under the supervision of teachers. Greater efficiency has been attained in this way, for the pupil who learns quickly often retains poorly, while the plodding pupil needs encouragement and attention. With supervised study both of these are watched and assisted. Sacramento believes that study is more important than reciting, and the results of supervised study have justified the belief.

How effective is kindergarten training? A study by Miss Coleen M. Smith, Lawrence, Kansas, and recently published in the Elementary School Journal, indicates that "the values to be derived from kindergarten training are not, apparently, the great life habits devised by the people of a democracy but rather the easier intellectual adjustment of the child to the formal school subjects." Miss Smith holds that kindergarteners are possibly not recognizing the fact that their training is failing to stress many of the values which they claim for it. Her findings indicate that advocates of kindergarten training must analyze their objectives very carefully.

A Play and Playgrounds bibliography has been issued by the U. S. Bureau of Education, library leaflet No. 29, November, 1924. It is up-to-date and carefully compiled.

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Every teacher ought to get away from home and school surroundings during the vacation period. Of course, many teachers have to go to summer school but we have always believed that it pays to get entirely away from school work if possible. The many wonderful trips, at unusually low prices for teachers, advertised this year offers those teachers who can afford it just the kind of vacation they need, but from the letters we receive, most teachers seem to feel that they want to get entirely away from home and school during the vacation period and at the same time want to make money.

Quite a number of teachers solve this problem by waiting table at the large summer resorts or working in the great National Parks, but these positions do not have the tendency to make a better teacher and do not offer much more than living expenses. We believe that educational salesmanship, which unquestionably creates initiative and gives a teacher a new view point of parents and their problems, offers the most remunerative and satisfying work for the vacation period. Take, for instance, the work offered by F. E. Compton & Company representing the Compton Service.

Almost every teacher knows about Compton's Pictured Encyclopedia. It has been reviewed in these pages and is unquestionably the outstanding educational contribution of the new age. The fact that it is a new work of unusual merit, combining the accuracy, scholarship and completeness of the old-type encyclopedia with the interest, inspiration and illustrations of the picture and story book, the fact that it has been extensively advertised and that it has the unqualified backing of practically every sincere progressive educator, creates a demand for this new educational service that makes it easy to sell in the country.

F. E. Compton & Company is one of the largest and oldest publishing houses in the United States, with twenty-seven branch offices in the United States and three foreign countries. For many years they have added a hundred to two hundred teachers to their regular sales force each vacation period and many teachers have written us that they not only made a great deal more money than they could have made any other way, but that they spent the happiest vacation of their lives in the Compton service. We know quite a number of teachers who look forward to a vacation with the Compton Company, every summer.

If that question "What are you going to do this summer?" is bothering you, we advise that you look up the Compton address and get in touch with them immediately.

The new salary schedule of St. Louis provides maximum salaries for her various grades of school workers as follows.—kindergarten and elementary, \$2700; junior high school, \$3200; senior high principals, \$5500; elementary principals, \$5000; junior high principals, \$5500; senior high principals, \$6000; assistant superintendents, \$8000. This represents an increase of more than 25 per cent in the St. Louis maximum salaries. The only city with higher maximum salaries is New York City.

The School of Religious Education and Social Service of Boston University distributes each year valuable studies in the fields of moral and religious education. The publications in this year's list which will be of special help to public school teachers and officers are: Athearn, Walter S.; An Evaluation of the Project Method as an Instrument of Religious Education. Bentley, John E.: The Mechanistic and Personalistic Psychological Contributions to the Field of Religious Education. Marlatt, Earl: What Is a Person? Mungres, Alberta, and others: Bibliography for Elementary Workers in Religious Education. Any or all of these bulletins will be mailed without cost to any address upon application. Requests should be sent to: Dean of the School Religious, Education and Social Service of Boston, University, 20 Beacon Street, Boston, Mass.

### NOTICE OF EXAMINATION

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Friday and Saturday, June 26th and 27th, 1925. For further information apply to SECRETARY BOARD OF EDUCATION, CITY HALL, SAN FRANCISCO.

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The "Duplicate" School as organized in Philadelphia, is entertainingly described, by Edwin Y. Montange, in U. S. Bureau of Education Bulletin 1924, No. 24. The "duplicate" school is a modification of the work-study-play plan, now widely used by progressive schools.

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The Commission on the Curriculum of the Department of Superintendence met at the National Education Association Headquarters in Washington during the day of April 9th in response to the call of the Chairman, Superintendent Edwin C. Broome of Philadelphia. The entire day was spent in a discussion of the responsibilities of the Commission and of ways of carrying those responsibilities into effect. It was decided that the responsibilities committed to the Commission are of such character as to require a period of five to ten years for their discharge. It was determined that the plans of work agreed upon should contemplate a long period of service and a piece of thorough work.

### 1925 Yearbook

It was agreed that the 1925 Yearbook be a statement of progress in the field and not a statement of principles. Considerable time was given over to the discussion of a definite plan of procedure for co-operative effort of local school systems. Since nearly fifty school systems upon their own initiative have expressed the desire to enter into a co-operative plan of curriculum revision, it appears the job of the Commission is that of setting up a definite program rather than selling the idea of co-operation. It was agreed that the Commission should be an organization agency and should organize sub-committees in the different subjects. It was agreed also that the Chairman of each sub-committee ought not to be a specialist but a practical school administrator who represents the field. Serving on the Committee with the practical school administrator should be specialists of course.

### Character Education

The question as to whether or not there should be a sub-committee on Character Education was discussed. Superintendent H. B. Wilson of Berkeley expressed the view that a character result is an objective which is realized rather than a subject taught. Hence, a subcommittee on Character Training would not be on a par with a committee on arithmetic or reading. The work of a committee on character training would include an analysis of the essentials in a person who is ethical, and set forth the processes and procedures by which they are achieved. Since Superintendent Wilson and a Pacific Coast group had been working on this problem, it was suggested that they prepare a report for the Commission on the Curriculum.

Mr. Robert E. Bush of Vacaville has written to the Sierra Educational News recommending that Stewart Edward White's "Rose Dawn" be brought to the attention of School people. He states that it has many suggestions along the lines of progressive education.

Rural school teachers will find an abundance of interesting material in "Helps for the Rural School Nurse," a 54-page illustrated bulletin of the United States Bureau of Education. The modern rural teacher, whether or not she has the aid of a trained visiting nurse, takes a keen and unflinching interest in the health of her boys and girls.

Say you saw it in the Sierra Educational News

**The American Physical Education Association** will hold its National Convention in Los Angeles June 22-27 inclusive, with headquarters at the Ambassador Hotel. The program committee has prepared a most interesting program dealing with subjects that will interest not only physical directors but others interested in general education as well.

In order that we may be able to accommodate the delegates properly it is advisable to make reservations early. Programs and general information can be obtained by communicating with C. L. Glenn, Director, Department of Physical Education, Los Angeles City Schools.

**Mrs. H. Louise Schultzberg** for many years County Superintendent of Schools of Monterey County, was fatally injured, in mid-April, in an automobile accident at San Jose. As Miss Louise Mignon she was a Deputy of the office of Mr. George Schultzberg. After their marriage she was elected as County Superintendent and he continued his University studies at Stanford. After his graduation she resigned her position and was succeeded by Mr. Force. Mrs. Schultzberg was a graduate of San Jose State Teachers College and had a wide circle of friends throughout the State.

A magnificent new high school costing \$180,000 was recently dedicated at Colma. The school is situated on the Mission road upon a beautiful 20-acre site. On the Board were Will C. Wood, J. B. Sears, W. J. Savage and Roy Cloud. Mrs. Stella Jensen, clerk of the Board had charge of the ceremonies.

The trustees of the South San Francisco school district have made rapid progress in securing plans for comprising new school buildings. The architects are Norberg and Norberg of Burlingame. The elementary school, to cost \$120,000, will comprise 12 class rooms, a commodious assembly hall, and offices. The High School gymnasium and Manual Training building will cost \$54,000. These new buildings will embody the latest features of the best architecture.

The Kewanee Mfg. Company laboratory furniture experts will be represented on the Coast by Mr. Bert McClelland, 631 S. Spring St., Los Angeles. Mr. McClelland has been associated many years with this concern and is a laboratory engineer of ability. Many of the largest installations in the country were designed and installed under his supervision. He was in charge of the Central West Territory for ten years and was recently assigned the Coast states. Mr. McClelland was formerly a school man, an instructor of sciences, and is thoroughly familiar with the requirements of the laboratory. The advisory and engineering service which he is in position to render is furnished free to any school planning extension or installation of new equipment.

The Pan-American Educational Congress to be held in Santiago, Chile, in September, 1925, has been postponed until the first or second week of August, 1926.

Omaha, Nebraska has reported to the Sierra Educational News, good progress in its program of visual education. Many of the schools, states Superintendent J. H. Beveridge, have the keystone "600 set" of stereographs and slides. High schools and some of the grade schools have motion picture machines. The school principals secure films direct from local firms and exchanges. Slides are bought, sometimes from firms like the Great Northern Railroad. No specific funds are appropriated as yet, although a budget for visual work has been made. The schools generally use individual school funds, secured at paper sales, entertainments, etc. Slides are favored, rather than films, except to show industrial processes. Little use, however, is made of the "Industrial" films, because most of them are spattered with objectionable advertising. No use is made of motion pictures by the public library. Most of the schools are equipped with semi-portable or fixed machines; no portables.

The new Assistant Superintendent of Schools of Oakland is Mr. Willard E. Givens, formerly superintendent of public instruction for the Territory of Hawaii. Mr. Givens at one time was principal of the Garfield Junior High School in Oakland. He is a native of Indiana and was educated at the University of Indiana and Columbia University, New York City. He has made an excellent record in Hawaii during his two years there as superintendent and during his principalship of the McKinley High School, Honolulu.

A new kind of high school organization has been set up in the Detroit Roosevelt High School. It is called the self-directed-library-study-plan. An excellent article, with good illustrations, by Prof. Arthur B. Mochlman, appears in the Michigan Education Journal (Vol. 2, No. 5, pp. 266-275). The new plan presents many improvements over older plans, and represents a high type of efficiency program. The keynotes are co-operation and self-reliance.

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Say you saw it in the Sierra Educational News

At its recent meeting in Cincinnati, the Department of Superintendence elected for its president for the year 1925-26, Dr. Frank Washington Ballou, superintendent of schools, Washington, D. C., since 1920. Into the home of Hiram and Jennie Ballou at Fort Jackson, New York, on Washington's birthday, 1879, came the baby who was christened Frank Washington. Mr. Ballou had his elementary education in the public schools of New York state, was graduated from the State Normal Training School at Potsdam, New York, in 1902. He was graduated from Teachers' College, Columbia University, in 1904, and received his Master's Degree from the University of Cincinnati where he was then assistant professor of education, in 1908. By 1914 the young educator had earned his Doctor's Degree from the Harvard Graduate School of Education. He married Catharine L. Knapp, of New York City, April 6, 1912. Mr. Ballou was principal of the Technical School of the University of Cincinnati, in 1904-7 and assistant professor of education there, 1907-10. He served as director of the Department of Educational Investigation and Measurement in the Boston public schools, 1914-17, and as assistant superintendent of the Boston schools from 1917 until 1920, when he came to Washington. Doctor Ballou is a member of various educational clubs and associations. He is a Republican and a Universalist. He is author of several books including "High School Organization," 1913; "Harvard-Newton Scales for the Measurement of English Composition," 1915; "The Appointment of Teachers in Cities," 1915, and "Practical Exercises in Mental Arithmetic," 1920.

The Kern County Home Economics Association is completing a county course of study in home economics for elementary and high schools. Mrs. Florence T. Baker of Delano is president of the Association.

The Educational Administration Club of Huntington Park includes the superintendents, principals and supervisors in the schools of that district. Meetings are held once a month in one of various grammar school districts whose Domestic Science Department acts as host. The meeting beginning with six o'clock dinner, followed by a program of a "feast of wit and flow of soul" furnished usually by one or more invited guests who speak upon a live educational topic. These speakers are men and women of prominence in the universities of southern California or in educational work.

The roster of principals of California junior and senior high schools, that was published by Ginn & Company and distributed by them at the recent High School Principals' Convention is a convenient and much appreciated manual. It comprises a complete and accurate list of schools, giving for each the principal and enrollment.

Adult Education and the Library is a theme so important that the American Library Association is now issuing a bulletin reprint eight times a year. J. T. Jennings, Seattle librarian, is chairman of the commission; there are no California representatives. The executive offices are at 86 E. Randolph St., Chicago.

The Part-Time Department of the Fresno Technical High School has launched an attractive new periodical "Co-operation." The motto of the journal is "co-operation in home, in school, in work." The initial number is dedicated to the memory of Dr. Edwin R. Snyder. An article on the advantages of part-time education comes from the pen of Robert McLean, editor. There is a choice assortment of wit and wisdom, such as characterizes a sprightly student publication.

"Co-operation" is symbolic of the new scholar and the new school. It represents actual work—creative work—on the part of the students themselves. It is optimistic—wholesome—inspirational. The young folks talk engagingly to one another—there is little sermonizing—there is much kindly wit and clever quip.

The part-time students in California represent a selected class—not selected in any sense as being superior to other pupils—but selected through the social-economic complex in which each individual life is enveloped. They merit as painstaking educational effort as do any other classes of students—they show marked abilities in many fields—and they have a school spirit that is admirably manifested by just such publications as Fresno's "Co-operation."

Oroville has recently passed an \$80,000 bond issue for the construction of two new grade buildings. The bonds were carried by a vote of over five to one. Mr. L. A. Trempe, city superintendent of schools, reports that the public school attendance has more than doubled during the past four years.

The San Francisco Public Schools have made a very interesting and comprehensive exhibit in Haviland Hall, University of California. In preparing this exhibit, the Public School Department of San Francisco has endeavored to make an appraisal of its purposes and achievements; to visualize what it is doing and what more it should do for its sixty thousand children; to see how much of the schools of tomorrow has been discovered and appropriated by the schools of today. In selecting and arranging the material included in the exhibit, it has not been the intention to make a complete, systematic display of the "work" done in the several grades of the public schools. The purpose is rather to give a simple cross-section of the school activities, designed to point out and illustrate the main objectives or goals of the great educational adventure.

The San Joaquin Valley Art Teachers' Association recently held a meeting at the home of the president Miss H. C. Bynon all members were present. The topic was, "The Next Teachers Institute." The Society is asking the Central Association to bring Henry Turner Bailey to the Institute. The planning of exhibits for the convention was also discussed and a committee selected. Miss Fannie Rosen-dahl, Miss Eda Kusch and Mrs. Stella Hanville were the committee on program and exhibits. The next meeting will be in May, a picnic on the San Joaquin River.



# SIERRA EDUCATIONAL NEWS

The Official Organ of the California Teachers' Association  
Published Monthly by the California Council of Education  
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The Sierra Educational News is a member of the Educational Press Association of America and is published in accordance with the standards of that organization.

ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council. Managing Editor  
VAUGHAN MacCAUGHEY Associate Editor

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JULY, 1925

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## PREFACE

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**F**OR many years the special summer number of the Sierra Educational News has been devoted to the California High School Teachers Association and its activities. The history of the association was recorded, the minutes entered, the addresses at the summer meetings, reproduced. Last year the August issue was shared jointly by the High School Teachers Association and the High School Principals Convention.

The re-organization of the California High School Teachers Association, and its re-christening as the "California Society for the Study of Secondary Education," now makes it possible for the Sierra Educational News to expand along broader lines. This present issue is constructed around four pivotal points: (1) the American Home Economics Association convention in San Francisco; (2) the California State Library Association convention at Eureka; (3) the International Kindergarten Union convention in Los Angeles; (4) books and educational literature of particular interest to secondary school teachers.

### Home-Making

**T**HRONGS of home experts will make their way up San Francisco's picturesque hills, to the airy of the Fairmont Hotel. There the Home Economics Convention assembles. This issue of the Sierra carries the **complete official program** of the Convention, together with a series of notable papers in this field. Home-making is the greatest industry in which any people can engage. All honor to the experts who are to show us the

best and most efficient ways of home-building and household management. No crop on this planet can take the place of well-born, well-nurtured children. We shall hasten to make the scientific technique of raising children, superior to the matchless skill with which we now produce hogs and poultry.

### The Library

**C**ALIFORNIA'S Teachers Association has always had a sisterly feeling toward the California Library Association. The teacher and the librarian are close associates in a great common educational cause. Good books are more abundant and more widely read than ever. Our schools are giving wonderfully fine training in reading, in literary appreciation, in the use of books. In this issue will be found a selection of materials from the State Library Association Convention, held in Eureka.

### High School Books

**S**OME one has said, "This is the Age of the Child." Another has said, "This is the age of the radio and the aeroplane." Certainly all school folk will agree that this is distinctively **the age of the American free public high school.**

Playgrounds, fine buildings, science laboratories, cafeterias, auditoriums, bands and orchestras, all these are part of the equipment of many a modern high school. Books, however,—in undreamed-of variety and excellence,—must constitute one of the major assets of any school. **High school texts today are vastly superior to the college and university texts of yesterday.**

## THE AMERICAN HOME ECONOMICS ASSOCIATION AND THE SAN FRANCISCO MEETING

KATHARINE BLUNT, University of Chicago,  
President of the American Home Economics Association

It is sixteen-and-a-half years since the American Home Economics Association was started. The organization meeting in Washington on December 31, 1908, was very carefully planned by people who had been active in the earlier Lake Placid conferences on home economics. The new Association thus began its life with Mrs. Ellen H. Richards as president and with the encouraging membership of 700. After that it went forward with various fluctuations in its membership and its activity to the second important step in its organization—the 1921 change in its constitution to its present form, with the affiliated State Associations an essential part of it.

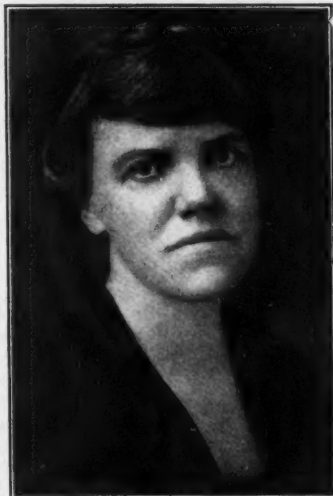
Today the Association is truly national in character. It has 47 affiliated state associations and a total membership of about 7,000. California is among the largest and the most active of the state associations. A short time ago it was vying with Massachusetts for the second place in the membership role. With its generous activity in connection with the San Francisco meeting, we expect it to go ahead to first place.

### Annual Meetings

The annual meetings of the American Home Economics Association are one of its most important functions. They have been held every year since its initiation. One year because of the shifting from the Christmas season to summer it had two meetings, so that this one in San Francisco is the eighteenth. The precursors of this have been in all parts of the country—Boston, Corvallis, Chicago, St. Louis, Blue Ridge, North Carolina, etc., a geographical distribution planned to meet the interests of the members.

The program printed elsewhere in this number shows the present organization of the As-

sociation and the Association have come a long way since the first college appointment of a "professor of sewing" fifty-one years ago. Now our interests are expressed in no fewer than eight sections, a range almost as wide as that of the activities of the home.



KATHARINE BLUNT

The Institution Economics Section, the first which was organized from the main association, takes care of the interests of those concerned with large-scale home-seeking, in dormitory, lunchroom, restaurant, or hospital. This year a valuable joint session is to be held by the Institution and Food and Nutrition Sections, where among other topics, some features of dietetic treatment of disease are to be discussed.

### Food and Nutrition

The Food and Nutrition Section is the second of the eight divisions organized. In addition to formulating its plan for this meeting it has sent bulletins during the year to its members, including abstracts of papers given at the last section meeting and of recent Master's theses in the field of food and nutrition. The Textile Section, too, has distributed bulletins during the year which have been quoted, for example, one on Rayon; and has had a group of committees which will report at this meeting on Commercial Contacts, Hygiene of Clothing, etc.

The Home Economics Education Section interests itself in the training of teachers, the problems of supervisors, the content and method of home economics in the schools. The Extension Section is made up of State leaders in the extension work, specialists in nutrition, clothing, home management and other lines, and the many home demonstration agents who come directly in contact with the women and the homes dependent upon this form of adult education.

### Home Makers

THE three newest sections of the Association are the Homemakers, comprising largely home economics graduates now in their own homes and other interested homemakers, the Related Art Section, chiefly teachers of art as applied to home problems, and the Home Economics Women in Business. All of these hold special sessions in San Francisco.

The latter section is doing much to raise the professional standard for home economics women attached to such business organizations as food or household equipment or textile industries. The Related Art Section hopes to present in book form the Bibliography of Related Art Books which it has prepared.

An active committee on the economics problems of the home will bring in its report at

the meeting. So too will one on the part of home economics in the health education program. Problems of child care and training will come in for full discussion.

All of these sections, with their more or less diverse interests, are united for the general meetings of the Association and for the business meetings. During the year the Executive Secretary, The Journal of Home Economics, and the Association office in Washington, are indicative of the unity and the activity of home economics workers.

*Thus the American Home Economics Association and its members are concerned with the betterment of homes—their efficiency, their health, their beauty, their happiness, their place in society.*

## THE FUNCTION OF HOME ECONOMICS IN GENERAL EDUCATION

AGNES FAY MORGAN

Professor of Household Science, the University of California

ALTHOUGH the contribution which the trained intelligent homemaker has to offer to our national prosperity and progress is substantial, and should be substantially recognized, appreciation of the vocation of homemaking as an economic factor in modern life is only slowly developing. It is for the promotion of such appreciation and of intelligence and pride in this work that the home economics movement was begun and is chiefly being continued.

The history of the introduction of subjects pertaining to the home into the curriculum of the public school is one of mishaps and misunderstandings, good intentions and earnest blundering in some directions, along with sound forward progress in other directions. It was not to be expected that instruction in home economics should differ in its aims and accomplishments very much from the current ideals and practices in American homes. Accordingly, in the last quarter of the 19th century when the subject was first introduced into the schools the simple mechanical operations involved in the preparation of food and clothing for the family constituted the major part of the work. Much emphasis was placed on canning and other methods of preserving food, on

bread making, laundering, and dress making, since these were the most pressing and laborious problems of the home at that time.

### The Modern Homemaker's Duties

During the quarter century just closing, however, a slow but definite change has been evident. This change in the subject matter of home economics has paralleled similar changes in the activities of the average American homemaker. The typical home has changed in many communities from rural to urban conditions, and at the same time tremendous advances have taken place in the physical facilities available for comfort and efficiency in everyday living. The chief duty of the homemaker now appears to be that of making intelligent choices, so far as her economic function is concerned. Her duty as mental and spiritual guide of her children is perhaps no more urgent than formerly but is more generally recognized, and more leisure is provided for its fulfillment.

### The Modern Home Economics Department's Duties

Since so much of the labor of food preparation and preservation, of laundering, cleaning and sewing is now carried on as part of in-



dustrial activity outside the home, instruction in the technique of these operations is no longer the main function of the home economics department in the schools. Certain simple fundamentals of cooking, table service, mending, use of patterns, etc., will continue to be needed in most communities probably indefinitely. In addition, however, there is increasing and pressing need of instruction in domestic hygiene, food economics, nutrition, child care, and principles of art applied to costume and interior decoration. The multiplicity of services offered to the modern homemaker is bewildering and may even be dangerous, unless she has been trained to distinguish the valuable of these from the valueless. Instruction in these more abstract matters has become part of the home economics department's duties, and consequently has greatly enlarged the scope of the courses ordinarily offered, and the training necessary for home economics teachers.

#### **Social Importance of the Home Economics Department**

The use of the skills and perceptions involved in the conduct of the home in the teaching of the scientific method, of the foundations of economics, and of art will not have served its final purpose unless the sanction of the school is given the home by retention of this word in the names of courses and of the department. The present tendency away from home activities, amusements and content which is so often deplored is opposed by the development of frankly domestic ideals and operations in the school curriculum. Words are powerful agencies, and the names of things are often of supreme im-

portance to young people. The use of the nomenclature Home Economics, Household Science, Household Art, Homemaking, Household Administration, etc., is of considerable social importance, particularly when such courses are recognized as of fundamental educational value.

These subjects are recognized by the State Board of Education in two cases as acceptable in satisfaction of high school graduation requirements. These cases are: (1). A course in **citizen-home-making** dealing with the **social and economic** relationships of the family accepted as one unit of a **social science** major. The acceptance of such a course is on the basis of its being an introduction to economics.

(2). A course in **laboratory applied science** dealing specifically with the **physical and chemical** phases of home problems in foods, nutrition, textiles, appliances, etc., accepted as one unit in a **science** major or as the one unit of required laboratory science.

Courses which answer these requirements in that they teach fundamentals through household applications may very well be offered also in satisfaction of college and university entrance requirements, and will undoubtedly

prove acceptable in so far as these claims are shown to be valid.

No less emphasis upon homemaking but more attention to the solidly established principles to be used in the solution of modern home problems is the keynote of the newer and better Home Economics department. Home making education may thus further as well as be furthered by the general academic curriculum of which it has become a part.



**AGNES FAY MORGAN**

### **HAND BOOK OF HOME ECONOMICS**

**C**ERTAIN outlines of courses, discussions of nomenclature, high school graduation requirements, university entrance requirements and similar topics have been printed in a Handbook of Home Economics recently issued by the Bay Section of the California Home Economics Association. Copies of this handbook will be distributed this fall to superintendents, principals, and other school officials in California. Requests for copies may be sent to Dr. Morgan (see above article).

## BAY REGION TRIPS AND EXCURSIONS

### OFFICIAL STATEMENT OF OUTINGS AND SIGHT-SEEING

**BERTHA C. PRENTISS**

Chairman, California Convention

**F**OR the pleasure and interest of delegates, several personally-guided trips have been arranged to interesting points, within day and half-day distances from San Francisco, under the leadership of Etta R. Handy, chairman of convention trips. Complete information on all trips will be provided by the information desk at the convention where those wishing to take any of these trips should register the day preceding the trip.

#### Stanford University August 2

**T**HE trip scheduled for Sunday, August 2nd to Stanford University is in charge of the following committee,—Etta R. Handy, of Stanford University; Agnes Barry, Ruth Crandell, Christine Ricker.

Automobile busses will leave the Fairmont Hotel about 11:30 a. m., going by way of Golden Gate Park, Colma, Hillsborough, Woodside, and Portola to Stanford University. Luncheon will be served, 1:30 p.m., at the Stanford Union, after which a tour of the grounds will be made with guides, including the following points of interest: Herbert Hoover's home, San Juan Hill, Art Museum, Art Gallery, Quadrangle, Toyon Hall, Roble Hall, and then to the Memorial Church for an organ recital, 4:00 to 4:30 p.m.

Leaving Palo Alto at 4:30 p.m., return trip will be made by way of San Mateo, Burlingame and Bay Shore, arriving at the hotel about 6:00 p.m. This trip, including bus fare and luncheon charge, will cost \$3.00. Tickets should be purchased when registering, or at the information desk before 9:00 a.m., August 2nd.

#### Muir Woods—August 2

A trip will also be arranged to Muir Woods for August 2nd for those attending the convention and wishing to take only an afternoon trip.

#### Thursday Morning, August 6

**T**HE two following trips are scheduled for Thursday morning, August 6:

#### California Cotton Mills

Helen Fancher, 2310 Durant Avenue, Berkeley, in charge.

The visitors will leave Hotel Fairmont about

8:30 a. m., in time to take the nine o'clock Southern Pacific boat from San Francisco, then the Melrose train at the Oakland Pier, to 23rd Avenue and the cotton mills.

The trip through the mill will take about two hours. It will be completed in ample time for lunch and connection with an afternoon auto sight-seeing trip in Berkeley, Mills, and Oakland.

#### Cooperative Wool-Growers' Association

Jamie Allan, 540 28th St., Oakland, in charge.

The party will leave the Hotel Fairmont at 9:30 a. m., by street car, transferring at Third and Market streets to Car No. 15 and riding to Bay street, from which a walk of three blocks will be made to the Haslett Warehouse on Kearny street.

The grading rooms, machinery, and wool will be inspected. The trip will be completed in time to join any of the afternoon trips.

#### California and Hawaiian Sugar Company

Belle de Graf, 509 Kohl Bldg., San Francisco, in charge.

Members of the Association are invited by the California and Hawaiian Sugar Company to visit their factory at Crockett. The Company will arrange transportation and will serve a luncheon to the visitors, guests of the company, after the trip through the factory. In order that the plans may be carried out conveniently it is necessary for all who plan to take the trip to register at the Convention Information Desk by Wednesday

morning. This interesting trip will take nearly all day Thursday but it is well worth the time, if one has never visited a large sugar factory.

#### Thursday Afternoon, August 6

**T**HE two following trips are scheduled for Thursday afternoon, August 6th:

#### Berkeley, Oakland and Mills College Sight-Seeing

Miss Laura James, Mills College, in charge.

Automobiles will leave Berkeley about 2:00 p. m. for the interesting drive to Mills College by way of the Skyline Boulevard. At Mills



**BERTHA C. PRENTISS**

College the visitors will be entertained by the Mills instructor in Home Economics. The return trip to Oakland will be made by way of Lake Merritt.

The Shredded Wheat Factory, 14th and Union, Oakland, may also be visited. The Pacific Coast Shredded Wheat Factory has all of the beautiful, sanitary, and fascinating features of its Niagara Falls counterpart.

#### San Francisco Sight-Seeing

Miss Inez Mathews, 1373 Fourth Ave.,

San Francisco, in charge.

A scenic drive will be arranged which will include Pacific Heights, Presidio, Lincoln Park, Cliff House and Seal Rocks, Golden Gate Park, Ocean Boulevard, St. Francis Wood, Twin Peaks, Mission Dolores, and the Civic Center.

## EDUCATIONAL EXHIBITS AT THE CONVENTION

BERTHA C. PRENTISS

Chairman, California Convention

EDUCATIONAL exhibits will be maintained during the California meeting of the American Home Economics Association in the Green Room of the Fairmont Hotel—Convention Headquarters. On Tuesday, August 4th there will be: (1) book exhibits at Wheeler Hall; (2) textile, related art and food exhibits in the Home Economics and Architecture buildings; and (3) extension work in 125 Hilgard Hall, University of California. On Tuesday all of the convention meetings are held on the University of California campus. Equipment exhibits of interest to teachers will be displayed at the San Francisco Cooking School, Sansome and Green streets.

Miss Frances Ogier, chairman of exhibits, plans to display educational exhibits from the following California city schools: Berkeley, Chico, Santa Barbara, Sacramento, Los An-

geles, Long Beach, Alameda, Modesto, Oakland, Fullerton, Fresno, and Hollywood. Exhibits are also being sent from Baltimore, Detroit, Harrisburg, Pennsylvania; Huntington, Maryland; New Orleans, and Oklahoma City.

In the educational exhibits the aim has been to lay the emphasis upon the content of the courses-of-study by a display of posters, charts, photographs, notebooks, etc. The Berkeley Elementary School exhibit displays the method used in the fourth, fifth, and sixth grades to correlate the sewing and cooking problems with the other elementary studies and projects, as well as to accomplish definite outcomes in the study of food and clothing.

All exhibits displayed by the schools will be worthy of careful study and observation by the convention delegates.

## THE CHANGING VIEW OF HOME ECONOMICS

SAIDEE E. STARK, San Jose

President, California Home Economics Association

IN talking with people outside the field of Home Economics, one is often surprised to find Home Economics still considered just "cooking" and "sewing." We are agreed that undue emphasis has too long been given these subjects, but as in many phases of education, home economics people have been slow to evaluate subject matter in courses or to ascertain the needs of students. Unfortunately there are instances of teachers with insufficient training who have this narrow idea of home economics. Criticism of the subject has resulted because the teacher failed to realize the broader possibilities of the course.

#### The Home

Home economics courses have materially changed since the War. Conserving and enlarging the life of the home is the purpose of

the profession of home-making. To this end all modern courses in home economics are planned. No other subject is so closely connected with the home. Until recently one of the most important members of the family—the child—received little attention. Child care, hygiene, and child psychology, are important parts of modern home economics education. Labor-saving methods are studied in order that the leisure thus gained may be used in better training the future citizens in habits which make for moral and mental development.

#### Constructive Health Training

Everyone realizes the need of food but not everyone realizes that the money spent for food may buy sickness rather than health. Positive health, its relation to nutrition, clothing, home and community hygiene, is an important phase of such a course.

## I. THE FULL-TIME VOCATIONAL COURSE IN HOME ECONOMICS IN CALIFORNIA

MAUDE I. MURCHIE,

State Supervisor of Teacher-Training Courses in Home Economics, Sacramento

THE chief business that the majority of girls will ultimately follow is home-making with possibly a few years devoted to some wage-earning occupation. Public school courses of instruction, however, are not so shaped as to definitely prepare for these objectives.

A large percentage of girls of 14 years maturity or over, whether of American or foreign parentage, do not complete a four-year high school course, but drop out at an early age, to become home-makers, or to enter some gainful occupation. Many others, completing a high school course, do not pursue their education further.

The full-time class in home economics, (administered by the State Department of Vocational Education,) is an attempt to solve this problem. All vocational funds used in the state, for home economics education of girls of high school age, are used only for the promotion of this idea. These courses have been organized in a limited number, that the worth of the idea may be established, the public may be informed of the functions of the class, and that school administrators may catch the vision.

### The Course

The course is organized for six hours daily of instruction and supervised study, for not less than one, or more than two years. Since so many girls leave school at an early age to set up homes of their own, or to enter industry, the one- or two-year home-making course serves a much larger number of girls than a course distributed through three or four years. The intensive study of home-making holds the interest of the group and makes the course truly vocational in character. A large number of these girls have already assumed a large amount of home-making responsibility. For girls who are to leave school to enter industry an intensive course preparing for wage-earning is of greater profit to them than to continue further their home-making at this time.

This group of students is not taught in any subject in classes with other students pursuing a different type course.

The course, though called home-making, provides for general education, as the content is prescribed not only for training in all of the important technical duties and responsibilities of the home, but also for the related science and art and for other academic subjects as English and Citizenship.

### General Education

On account of the control of the program for the full day the complete adaptation of the course to the vocational needs, previous training, and general capacity of the students is assured. The removal of program limitations greatly facilitates the use of a cottage or nursery, the short-unit course, and the project for instructional purposes.

Although this course is especially adapted (1) to girls over 14 years of age who are not likely to complete the usual high school course, (2) to girls who are marrying young, (3) to girls who are already assuming a large amount of home-making responsibility, (4) to the girl of foreign parentage,—the ultimate aim of this course is to establish such viewpoints of education for girls as will enable them to depart for a year from the usual high school course and substitute for graduation a year's credit in the full-time home economics course, thus preparing intensively for their ultimate home-making occupation.

### Individual Needs

There is no attempt to impose a uniform course of instruction upon all classes. Rather an attempt is made to encourage a special study of the needs of the individuals of the group, and of the group as a whole, and the working out of a course of instruction along the general lines indicated, which will best function for the needs of the class.

In some classes, some instruction is given by one, or two teachers; in a few, where co-ordination and harmony of purpose are the watch-words, a larger number of instructors are used. In such cases one teacher of the group is held responsible for the entire course. In some classes the cottage is used and in a number, day nurseries offer unusual facilities for training.



## II. DEVELOPMENTS IN HOME ECONOMICS TEACHER-TRAINING IN CALIFORNIA

MAUDE I. MURCHIE

**I**N 1913, State legislation was enacted enabling the State normal schools of California to organize special departments of training and to grant special diplomas of high school grade. Forthwith, several of the State normal schools, now State Colleges, organized courses of instruction for the training of high school teachers of such special subjects as music, art, household and manual arts.

In a number of these schools, definite departments of home economics were well-organized and from the beginning offered courses of instruction covering in scope the entire occupation of home-making. Each year these institutions supplied a high percentage of the home economics teachers trained in this State.

### The University Backward

For a few years previous to this date (1914-1915), certain institutions prepared teachers in special subjects eligible to teach in high schools upon receiving a credential from a county board of education, issued upon the recommendation of the institution preparing the applicant. These institutions were obliged to train teachers of special subjects for high schools, as in general, the University did not prepare teachers of special subjects except in agriculture.

No doubt the preparation of home economics teachers in these institutions distributed throughout California has been a big factor in promoting the general development of the work in the public elementary and high schools of the State, for statistics show that in the counties surrounding the teacher-training institutions there is a higher percentage of trained teachers of elementary subjects employed than in counties remotely situated. This same relation would obtain with teachers of all special subjects.

### Teachers Colleges

As normal schools, the institutions at Santa Barbara, San Jose, Fresno, and Los Angeles first organized definite home economics departments, and later, the institutions at Chico and Fresno gave attention to the preparation of special teachers, although offering instruction in home economics subjects earlier as a part of their general curricula.

In addition to the home economics courses

of a broad home-making scope offered in these institutions, courses of a similar scope were offered at Mills College in Oakland, and for a time at the Lux Industrial School for Girls in San Francisco. The State University offers an opportunity for students to carry a major in either household science or household art.

In 1919, by legislative enactment, the State Normal School at Los Angeles was converted into the Southern Branch of the University of California, and in 1921 all the normal schools of the state were changed to State Teachers Colleges. Steps have been taken to develop certain of these institutions to a degree-granting basis. Santa Barbara, Chico, San Jose and Fresno have been given this status.

For credentials in home making of high school grade for technically trained teachers, the requirement of the State Board of Education is eight years of schooling beyond an elementary school course, including practically fifty units of technical training in the various duties and responsibilities of the home, and fifteen units of professional training.

### Broad Training Best

For the past two years, no recognition for credential purposes has been given to college majors in home-making subjects covering a part of the vocation as is represented by the household science, or household art major. The broadly trained teacher is better equipped and more interested in organizing and teaching real home-making content in the public schools.

In addition to the California trained teachers, the teaching force of California has representatives from all the leading teacher-training institutions of the United States, drawn here not only by the demand in this State for teachers, but also by the high salary scale and the favorable climatic conditions.

Since departments of home economics for the training of teachers were so generally organized in the teacher-training institutions of the State, the vocational education funds are not needed for such promotional purposes; neither are they used to subsidize their maintenance. Therefore, the home economics vocational teacher-training funds are being applied in California to a new and different problem of a distinctly promotional type.

### Genuine Home-Makers

CERTAIN teacher-training institutions are co-operating with the State Board of Education in the selection and training of experienced home-makers as teachers of home economics subjects. These teachers are trained not with the idea of special service in the vocational classes, but for the purpose of adding to the teaching force women who are experienced homemakers.

These vocational courses are open only to women over twenty-two and under forty-five years of age, who have had at least four years of schooling beyond a complete elementary school course, or its equivalent in private instruction, and at least four years of experience after the age of eighteen in managing a home and in performing all of the usual duties of a housekeeper. Preference is given to persons who have had experience in the maternal care of children.

Each candidate, before being certified to this course, must satisfy the authorities of the institution concerned as to her health, character, and general intelligence. Written, conversational, and practical tests are used to determine the applicants general capacity and the character of her home-making experience. If satisfactory, this experience is accepted as an equivalent of two years of the usual four-year collegiate requirement for the training of home economics teachers. The course of instruction must prepare for all the important duties and responsibilities of the home, and as far as possible be adjusted to supplement the previous training and experience presented for credit.

Up to 1924, six institutions of the state co-operated with the State Board of Education in the selection and training of experienced home-makers, the State Teachers Colleges at Chico, San Jose, Santa Barbara, San Diego and Fresno, and the Southern Branch of the State University at Los Angeles.

### Trade Experience

In addition to the two types of technically-trained teachers, California provides an additional type, the person with trade experience; persons from the millinery, dressmaking or other trades which have grown out of the home. This type includes persons twenty-five years of age or over who have had a minimum of three years experiences as journey-men workers, or its equivalent in the vocations which they expect to teach, and in addition thereto, at least an elementary school education; and who have satisfactorily completed

the work of the classes for the training of vocational teachers of trades and industries set up under the Federal and State vocational education acts.

This type of teacher has been tested out in adult special day and evening classes and has proven unusually successful in holding adult attendance. Only efficient teachers can hold adult attendance, which is entirely voluntary, and thus only such teachers are maintained upon the teaching staff since the State and county aid for maintenance of this instruction is based upon pupil attendance.

The reason the trade teacher succeeds readily in maintaining class attendance is because she is dealing with a group of persons who come to the school mainly for problem and project instruction which will render them immediately more efficient either as trade workers, or home-makers rather than for general educational instruction, which may or may not function in the solution of their immediate needs. A second reason is that these teachers are skilled artisans in their special lines.

The tendency on the part of the majority of these teachers is to secure additional instruction in the art of teaching. Most of them are especially interested in the field of teaching as in most cases they have made the exchange at a sacrifice in income. These persons must now meet a professional requirement of 12 units in order to secure a teaching credential other than a temporary one.

### Certification

WITH certain restrictions as to minimum scholastic and vocational requirements, the California law places the entire matter of the certification of high school teachers, both general and special in the hands of the State Board of Education, which is also the State Board for the administration of vocational education under the Federal and State acts.

The minimum legal requirement for a general high school credential is a diploma of graduation from the University of California or other college of equal rank, as determined by the State Board of Education. In addition to this, the State Board of Education prescribes for such credential a year of graduate work taken in a college, in which the graduate school is approved by the State Board of Education. The collegiate course must include at least 18 units of pedagogy and practice teaching.

Although according to California regulations

a teacher holding a general high school credential may teach any subject of the high school curriculum, including the special subjects, school authorities in practice select whenever administratively possible the teacher who can qualify for a special credential in the special subject which she is to teach.

#### California Standards

The standard for teacher-training has developed commensurately with the development of home economics education and the subsequent demand for teachers in this State.

California not only is rapidly improving teacher-training facilities, but is enforcing the credential standards with increasing rigidity and sliding upward the standards.

A number of these institutions offer yearly summer session courses, making it possible for the teachers in the State to receive additional training not only in their technical fields but also in the field of education and in the fields supplemental to their special lines.

Teacher-training policies have so shaped themselves to date in this State that it would seem that the next logical step is to provide extension teacher-training to the teacher.

The policy of training experienced homemakers as teachers of home-making subjects has stood the test of experience and has received the endorsement of teacher-training institutions and of school authorities.

#### Recent Developments

At the opening of the 1924-25 school year, the Vocational Teacher-training Plan was modified to permit of further promotional work. The colleges at Chico, and San Jose, and the Southern Branch of the State University continue to train experienced homemakers as teachers; and in addition in these institutions, the vocational proceeds are applied for the purpose of extending the teacher-training facilities of these institutions to include the preparation of teachers for adult and part-time instruction in home making. This involves the introduction of special education courses dealing with adult and part-time education; the provision of adult and part-time practice-teaching opportunities, and the development of special practices in child care and training; also experimentation in the adjustment of instruction to the previous experience and training of the home-making group.

### GREETINGS FROM THE W. C. T. U.

THE Woman's Christian Temperance Union of California acknowledges the tribute of your appreciative confidence in our organization which has always stood as a patron saint of the dearest temple on the earth—the Home. Every phase of the national convention of the American Home Economics Association will be of interest to us, and we greet you as co-workers.

The Woman's Christian Temperance Union represents "organized Mother-love." Mother-love ever holds the thought of the home and child protection. Those who have known best the strength of our forces have called us "Builders." As such we have learned that

"In the human plan

Nothing is worth the making

If it does not make the man."

Edwin Markham said, "In vain we build the world, unless the builder also grows."

An idea was born when courageous motherhood gave her challenge and said that to every child that comes into the Home belongs the right—

To be well born,  
To be educated,

To be protected from child labor,

To be morally safeguarded,

To be spiritually trained.

To reach that standard, out of the "do everything" policy local unions (community Mothers) have been organized, in which have been gathered other mothers to be taught, where children have been gathered and taught the three "P's"—Prohibition, Purity and Peace. They have joined hands with other agencies whose purpose was to reduce illness and mortality among children, to scientifically care for the physical and mental defectives, delinquents and neglected, born of ignorance. We have always reserved the right to declare that all such work, in order to be of highest value, must include recognition of alcohol and other narcotics as a factor in the impairment of child life and a hindrance to the highest physical and mental development.

Can our Nation have any more vitally necessary asset than sound American children?

Sincerely,

ADDIE GARWOOD ESTES,

President Woman's Christian Temperance Union of California.

## HOME-MAKING IN CALIFORNIA SCHOOLS

### A SYMPOSIUM OF REPRESENTATIVE TYPES



#### HOME ECONOMICS IN EUREKA

MRS. B. M. SMITH,  
Domestic Arts Department,  
Eureka High School

THE Home Economics Department in the Eureka High School has charge of the home sewing and foods and cookery classes in the day school, the millinery and home sewing classes in the evening school, and manages the cafeteria.

The student receives training for the business of home making and the trades. They do not wait until they have homes of their own before putting their knowledge to practical use. Many of the girls can more efficiently help their busy mothers in planning and preparing the meals and in entertaining. Others from the home sewing department make all their own clothes. A few are making clothes for others.

In the cafeteria one woman is employed full time, four students for one hour each, and two others at noon for one-half hour each to assist with the trays and dishes. At noon they serve a daily average of 180 students. In the winter months it is over 200.

The Home Economics Department always assists with any banquets or luncheons. Many conferences and business meetings are held

FOOTNOTE: The smiling business woman above attended evening millinery class and made four hats for children and two for herself.

during the noon hour. For instance, the machinists from the various garages, the City Superintendent, the Principal, and shop instructors met in the dining room for luncheon and a round table conference. At other times it has been a committee from the Business Woman's Club, the Rotary Club, the Masonic Club, the officers of the Y. M. C. A., with a few business men and the Principal. During the winter the Hi Y boys' club met once a week for luncheon and a business meeting.

The Principal at times calls the teachers of the various departments together for conference at the luncheon hour. This year a committee of ten business and professional men from the service clubs of the city come each Wednesday at noon and join the line in the cafeteria. They take their trays to the boys' dining room. They do this in order that they may become acquainted with the students and their various problems. They are ready to



A HOME-MAKER



help them in their social affairs and athletic activities. These people find that in order to advise and assist the students they must mingle with them, gain their confidence and point of view. All these things tend to bring the community and the school into closer relationship and are made possible through the cooperation of the Home Economics Department. Also, any visiting school officially usually meets with the Principal and the heads of the departments for luncheon and conference.

During the past seven years over 60 students, who were registered in some of these classes, have taken up the business of home-making. Home Economics pays big returns in this community!

### HOMEMAKING IN THE SCHOOLS OF SAN JOSE, CALIFORNIA

BERNICE BUDLONG,  
Supervisor Home-making,  
San Jose Elementary Schools.

THE San Jose High School offers a regular four years' college preparatory course in home-making. From this electives are chosen by students registered in other departments. There is, in addition to the above, a two years' course especially adapted to students unable to meet the regular requirements. Particular attention is given to the needs and capacities of individual girls.

A course in millinery, taught by an experienced trades-woman, is offered. Students interested in millinery as a trade may go directly from the classroom to the shop as a maker, without serving the apprenticeship period.

The cafeteria has been placed under the direction of the home-making department. A class has been organized which will prepare "family quantity" cookery. In a few cases students who are interested in lunchroom work will be given opportunity along this line. Only work that is of educational value to the girl will be given in the cafeteria.

In the elementary schools a complete reorganization of the work has been necessitated by the new junior high school program inaugurated September, 1925. This will remove all seventh and eighth grades from the elementary schools. Relative to this much valuable experimental work has been given. Cookery for boys has led to a course which will include them in homemaking work. Care of clothing and personal hygiene, included laundering and cleaning processes, together

with lessons on body cleanliness. Sewing included a simple course in millinery; also practice in factory system of garment construction, through the making of aprons for charity.

In the Continuation High School a two-year course of study leading to graduation, and designed to meet the needs of working girls who will ultimately take up the business of home-making, was put into operation three years ago. The result has been an increased enrollment, and the attendance for the closing school year doubled that of the previous year. At present two hundred girls are enrolled. Many students, coming at the age of seventeen, attend a full year beyond the law requirement in order to complete the work necessary for graduation. Elective courses beyond the two years' work have been added. Success is due largely to the personal interest and enthusiasm of the teaching staff. Pupils are led and inspired to desire that which they really need.

### A CALIFORNIA SCHOOL CAFETERIA

MAY WORTHINGTON,  
Head Domestic Science Department,  
Madera Union High School.

THREE years ago there was a sufficient demand to start a cafeteria in the Madera Union High School. The reasons were: 1. Majority of students live at distances in country and wished a warm noonday meal. 2. Students were forced to take a long walk to get down-town to a restaurant. 3. Need of a dining hall for community affairs, large enough to accommodate from 100 to 300 people. 4. Such a cafeteria would provide for a class in large quantity cookery, for which the food supplies would be of no expense to the school.

The building in which the food and clothing classes were held was reconstructed at a cost of \$7,500, which cost included the cafeteria. The initial cost of cafeteria equipment was \$2,700. This covered the cost of 18 tables, 120 chairs, 480 pieces of flat silver, 120 soup plates, dinner plates and all chinaware, also a minimum number of kitchen utensils.

Our cooks were easily enrolled from our elementary food classes who had one year's cookery experience. A woman was employed who helped in preparation of large quantities of vegetables, washed all pots and pans used in cooking the lunch, kept steam-table polished, dish-washer scoured, cleaned range, sinks, woodwork, windows, refrigerator, shelves, floor, etc. Two boy students were hired for forty minutes to operate the dish-washer and

wipe dishes. Our large equipment consists of a range, dish-washer, dish-cart, steam-table, and refrigerator. With these pieces and a few large quantity pots and pans we are able to serve the needs of the community whenever opportunity offers itself.

Many times our cafeteria has seated 200 to 300 persons. The community is anxious to have a well-equipped cafeteria, as there is no place in town which will accommodate 100 persons. The churches, clubs, and various lodges and organizations have used our cafeteria to great advantage.

Financially, we have a cash balance of \$450 and \$100 worth of equipment, this equipment purchased from our little receipts. In September, 1924 we began the year's operation with a balance of \$428.78. We closed June, 1925, with a balance of \$428.28, showing that we had operated for one year on a margin of fifty cents! Rather close operation!

The course in cafeteria cookery has been of great advantage in developing initiative, independence, cooperation, thriftiness, and responsibility.



RICHMOND SCHOOL EXHIBIT, 1925

## HOME-MAKING IN RICHMOND HIGH SCHOOLS

WALTER T. HELMS,  
Superintendent of Schools,  
Richmond

### I. The Senior High School

**H**OME Economics in the senior high school develops initiative and self-reliance in the girls, and teaches them to be better members of the community in which they live. Home Economics gives the girls an opportunity to plan and furnish a home, such as they will probably occupy when they finish their work. A definite amount of money, with which to work, is specified.

In the course in foods the work is made as much as possible like actual house conditions. The girls work in unit kitchens, and cook meals in family quantities. The food is then



RICHMOND SCHOOL EXHIBIT, 1925

sold in the school cafeteria. The girls realize that they are working with a very definite purpose in mind and that their output has a commercial value. Work is also given in the care and feeding of children, and in invalid cookery.

In the courses in clothing and millinery the girls make their own garments, study textiles, and are taught to design and draft their own simple patterns.

### II. The Junior High School

The Home Economics course of the Roosevelt Junior High School make home-training a vital part of the girls' present life. The course is based on food and clothing projects, directed from the health point of view. Some of the special features are: Care of the sick; preparation and service of invalid diet; care and feeding of infants and young children; quantity cooking (served in school cafeteria); preparation and service of food for special occasions in the school; Christmas sewing for the poor; household projects, including the construction of lamp shades, pillows, comforters, linens, and curtains. The course is given to all the girls of the seventh and eighth grades and is an elective in the ninth grade.

## HOME ECONOMICS IN SUTTER COUNTY SCHOOLS

MRS. MINNIE M. GRAY  
County Superintendent of Schools

**T**HE three high schools in Sutter County offer the regular secondary school course in Home Economics. The general course is covered in two years, and additional work is given, if desired, in the third and fourth years. The objectives are: the command of certain skills; a degree of prevocational training; health; and most especially, worthy home membership.

The first year's work is divided between sewing and cooking, apportioning the time and

place as it best fits in with the rest of the program and season of the year. In the sewing, it is required that each girl complete one garment by hand and that she make a complete set of underwear, an apron, and a cotton dress. At the end of the first year the student should be able to use commercial patterns to cut out her own undergarments, if a pattern is not available, to cut a pattern from another garment and to manipulate a sewing machine.

In the cooking, the students are taught to prepare wholesome, practical foods. The foods are studied in connection with their adaptability for breakfast or luncheon and dinner dishes. The object is to acquaint the girls with the most common foods and their preparation, to prepare, plan and serve a well-balanced, wholesome meal, to be economical, cleanly and systematic in their cooking.

Only sewing is given during the second year, the work required consisting of a knowledge and skill of the machine attachments, as the hemmer, tucker, and gatherer, the construction of garments in silk and wool, the remodeling of garments and the embroidering of some article.

An essential part of this year's instruction is the art of fitting garments, of choosing colors and styles which are best suited to the student. The girls are taught to design their own clothes, to make dresses from picture designs as well as from patterns. Emphasis is placed upon the value of the course in Home Economics to each student inasmuch as it deals with the essentials of human life, food, clothing, shelter.

## BETTER HOMES THROUGH RURAL SCHOOL ART

KATHERINE MORRISON,

Special Teacher in Art, San Diego County,  
San Diego

THE boys and girls of the San Diego County Rural Schools are being encouraged to solve their own art problems. Their teachers believe that "Better Homes" can come only through an appreciation of needs and an adequate meeting of these needs.

Limited funds for their work have been supplemented by exploring expeditions in search of discarded materials which, with a little ingenious manipulation have been transformed into objects of use and beauty.

Not only have the children constructed miniature houses, furnished throughout with

the products of their own hands, but they have duplicated some of the furnishings on a larger scale for use in the home.

One child made a rug three feet long for her own room, using dark blue jute for warp and strips of natural colored burlap for woof. To satisfy her yearning for color and design, strips of the burlap were dyed a dark brown and woven into an attractive border at the ends. Another child substituted strips of inner-tubing for the burlap, producing a durable rubber rug of harmonious color tones.

Very attractive luncheon sets, casement curtains, and pillow covers have been devised from sugar-sacking tied and dyed in decorative patterns. Baskets useful and ornamental, have been fashioned from local grasses, sedges and pine needles.

This departure from the formal, abstract lesson has vitalized the art period and is bearing rich returns in the school and the home.

## THE DISTINCTION OF SIMPLE LIVING

ELIZABETH ROTHERMEL,

Professor of Food and Nutrition,  
Chairman, Department Home Economics,  
Mills College.

MONEY alone cannot give the magic charm of dress, or the satisfying beauty of the home which embodies the realization of a joy forever. A modest amount of money may suffice, if the investor has the open sesame of the power of wise selection.

In these days of chaotic swiftness of life, and the passing of the old formal standards, the popular journals reflect the deep interest of the public in real basic determinants. On the material side of well-being, the old-fashioned "lady's page," devoted to fine recipes, has given way to the setting forth of the fundamental facts of nutrition. The laws of color are popularly expounded so that the vivid brunette or the pallid blond may garb herself in color combinations which will enhance her innate beauty. The beautiful lines of historic furniture are set forth to guide the development of modern taste. In the present day passing of formality in many phases of life, the recognition of real standards is most heartening.

What finer contribution could any educational movement make than the work which, in so many phases of life, Home Economics is accomplishing, in getting into real living the realization of standards, the widening of the circle of recognition of the fine distinction of simple living.

## A HOME-MAKING COURSE FOR HIGH SCHOOLS

MRS. MAY DUNN WALLACE

Domestic Science Department, Orosi

Union High School;

President, Central Section, California

Home Economics Association

**A**N interesting course in Home Making has been worked out successfully by a teacher in a small high school in California. The work began with a thorough study of house plans. Special emphasis was placed upon the small California bungalow. The needs of the community demand that type of house.

Each girl in the class drew a plan of a home that she thought she would like to have for her very own. She also chose the lot where she wanted to place this home. The actual price of the lot was obtained and an estimate of the cost of building. A large plan of each room was made to show how it would actually appear if completed. The house was equipped with the desired furniture drawn in place, to scale. Pictures were cut from art magazines and pasted on the back of each room plan to illustrate the type of furniture, color-scheme, and arrangement to be used for that particular room.

The room plans were worked out separately. The kitchen was first developed. When completed, a test of its efficiency was made by pretending that apple sauce was being prepared and served. The steps taken were traced on the plan. This led to the discussion of breakfast menus and the actual preparation and serving of a breakfast in the laboratory. The bedroom plan was considered next. Sheets, pillow-cases, pillows, blankets, window drapes,



Hand Loom at Mills College

etc., were borrowed from a store for comparison and discussion of prices, qualities and suitability to the room plan. The opportunity

of costume design here presented itself. Nightgowns, petticoats, bloomers and simple dresses were made. The bathroom problem gave some splendid ideas for teaching health, sanitation, home nursing and the planning of an emergency kit.

After studying and planning the decorations of the dining room, luncheon and dinner were served. The plans for the living room and the sun porch completed the course.

The work, as given, was created for first year students, but with proportionate enrichment it may be adapted to the needs of second and third year pupils. Because of the great variety and scope of the work, the course became very popular. About three-fourths of the girls of the entire school registered in the department.

The flexibility of the plan makes it possible to adapt the work to the needs of every community.

## THE AMERICAN HOME

**T**HE department of the American Home, California Federation of Women's Clubs, co-operating with the divisions of Home Economics and Home Extension, is endeavoring to emphasize to the club women of the state the need for better homes..

Some of the influences which are to be studied looking toward home betterment are: (1) home ownership; (2) the garden, "God's Radio;" (3) use of a budget to solve the financial question; (4) insurance as the protection for the family; (5) more thought given to the moral and spiritual values in the home; and, most important of all, (6) better teaching of home-making in our schools, so that young men and women will have more practical knowledge of the responsibilities of parenthood and home-making. The best way to cure divorce is to re-create marriage. Much preparation is required for every other profession, but for this, home-making, the greatest profession of all, almost anyone can secure a "license" to engage in it! We must protect, improve, and re-build the American home!

MRS. W. W. GOODRICH,

Chairman American Home Department,  
California Federation Women's Clubs.

The California Teachers' Association has issued a series of five legislative bulletins in 1925.



## HELPING THE HOME TO HELP THE SCHOOLS

ELLEN C. LOMBARD,

Junior Specialist in Home Education,

U. S. Bureau of Education, Washington, D. C.

THE contribution that the home can and should make to the school is not yet wholly realized by parents or by teachers. Teachers still expect to find among the children who enter school annually, some who have defects of sight or hearing. They expect to battle with children who have not learned to inhibit or to concentrate.

The Parent-Teacher Association seems to be on the high road to disappointing the expectation of some of these teachers since it is gradually molding sentiment in favor of preparing children, during the pre-school period, for school life. This sentiment is in harmony with the purposes of the United States Bureau of Education, in its effort to help the home to help the schools.

"What Parents Should Look for in Visiting the Schools," "Home Economics Suggestions for Parent-Teacher Associations," and "Parents' Responsibility for the Preparation of Children for School Life" are among the titles of home education letters issued by the Bureau of Education for the special use of parent-teacher associations. These letters represent only one feature of the work which the Bureau is doing to bring the home into better co-operation with the schools, to create a better understanding of the needs of the schools among the parents, and to get parents to understand the importance of preparing their children for school life during the pre-school period. The last is probably the greatest contribution that parents can make to the school.

### Reading Circles

In California, in Georgia, and in a few other States, small groups of parents, already members of parent-teacher associations, have organized into circles for reading and study. Sometimes these circles are called "pre-school study circles," as in Georgia; sometimes they are called "mothers' clubs." They are called "reading circles" in California, where sixty-one of these circles are reported to be actively working after the plan of the Glendale circle, which was the original group from which the movement has grown.

*Many of the circles use the reading courses of the Bureau of Education as the basis for*

*their reading, since several of the books of these courses deal with the life of the child. "The Pre-school Child," a course which the Bureau of Education offers on the mental and physical training of children, is a short list which was prepared by one of the distinguished specialists on these subjects.*

Nor have the parents forgotten the intellectual needs of the children. The Berkeley (California), parents' reading circle has started a boys' and girls' reading circle, with the co-operation of the school teacher, which promises to outrival the parents' circle in achievements in reading.

Not only parents, boys and girls, but others in the home, ought to find among the lists of books of which there are 29, offered by the Bureau of Education, at least one that will interest them. Already more than 18,000 readers have enrolled for one or more courses and others have used the lists as guides to their reading. The certificate granted on the completion of the Bureau's courses is an incentive to read some of the best literature the world affords, and to the formation of a lasting taste for good literature.

### KEEPING PROFESSIONALLY FIT

ADAH H. HESS

State Supervisor of Home Economics Education  
Springfield, Illinois

YOUNG teachers fresh from normal schools or colleges sometimes feel that their education is completed when the degree is received. That the teachers of vocational home economics in the high schools of Illinois have a different viewpoint is evidenced by their experiences during the summer of 1924. Although a goodly number attended summer school the activities were not limited to this field. Travel, teaching, attendance at educational meetings, practical experience in hospitals, camps, mercantile establishments and in the home were other means used by the teachers to make the summer profitable and worthwhile.

The table below shows how 166 vocational home-making teachers in Illinois spent their time during the summer of 1924:

Type of experience	Number of Teachers
6 weeks summer school.....	38
8 weeks summer school.....	2
12 weeks summer school.....	2
Extension or correspondence study courses.....	3
Attendance at educational meetings (exclusive of county institute or district meetings)	12
Delegate to N. E. A. Convention.....	1
Teaching summer school.....	3
Assistant at baby clinics.....	8
Cafeteria management.....	2
Dietitian at girls' camps.....	6
Student dietitian at hospital.....	3
Millinery designing shop.....	1
Wholesale millinery establishment.....	2
Social welfare work.....	12
Management girls' camps, clubs, etc.....	10
Travel (definitely planned to include experiences helpful to home instruction).....	24
Definitely-planned experiences in home-making activities.....	37

The home-making teachers of Illinois know their jobs. The majority of them realize the importance of their work to public welfare. We find them during the regular school year taking correspondence courses, co-operating with such agencies as the women's clubs, the Red Cross, church organizations, farmers' institutes, and Home Bureau.

They believe in belonging to their professional organization, the American Home Economics Association, and in attending its meetings. The majority of them know not only what is going on in their particular field, but elsewhere. The teachers do not regret the time, money and energy spent in keeping themselves up to date. These experiences give them a wealth of material to draw from. The results are seen in their daily work.

## HOME ECONOMICS

Point of View of Santa Barbara State Teachers' College

By C. L. PHELPS, President

THERE seems to be a misunderstanding on this Coast of the purposes of Home Economics work in the schools. This is largely due to a popular misconception of the subject. It is generally believed by non-school people that Home Economics is merely drill work and nauséam in cooking and sewing. As a matter of fact, they are more or less justified in this conception of the subject matter of the course, because of the emphasis which has been placed on these two activities in grade schools and high schools. The truth of the matter is that these two lines of work constitute but a very small part of the real training of a Home Economics teacher. They are far from being the main features of it. The central emphasis of the whole course is placed upon the ideals and activities of a satisfactory home life and deals with such problems as,— family relationships, individual responsibilities, physical requirements of a good home, division of labor, income, budgets, savings, social activities, amusements, artistic and intellectual activities etc.

There is probably nothing more fundamental today than the problems of home life. Conditions have changed remarkably in the last two or three generations. Home, as a center, has had a tendency to break down. It has

also had a tendency to break down in its stability and permanence, so that for various reasons on this Coast almost one-third as many homes are breaking up as are being formed. The problem of rehabilitating the American home is at the present time a very acute one. Educational activities that give promise of a remedy for the situation ought to be given "the right-of-way" in preference to any other subject matter.

### A Wrong Tendency

There is at present a tendency to withdraw the subject of Home Economics from the grades of the elementary school. That would seem to be an ill-advised move under the circumstances. If there is any merit in the teaching of right ideals of home life, that teaching, in concrete and definite form, ought to reach children at a young and impressionable age. It may be conceded that mere cooking and sewing should have but little place there. A strong informational course, dealing with home problems, should be included in the work of every child before he passes to the junior high school. The course should be liberally interspersed with ideals. It need not be differentiated for boys and girls. Such a course would stand in the same relationship to later Home Economics courses in the high

school that a course in Nature Study does to later work in the general sciences.

### The High School

There is a problem, also, in the high school as to what lines of Home Economics work should be carried on. Considered from the point-of-view here indicated, it ought to be presented, in some form or other, to every girl in the school. The material and courses should vary, depending on whether the girl expected to leave school at the end of the high school course; intended to go on to college to major in the field of Home Economics; or was planning to take up some other line of college work. In any case, she should know some specific things about the further possibilities in the field of Home Economics. There is probably no college major which offers such an opportunity for broad personal development for a young woman when it is presented from the standpoint of a proper home life as its main objective.

### College

College courses with Home Economics as a major, are much broader than is generally supposed. Leaving out of consideration the principles and ideals which are emphasized all through the course, the subject-matter itself is varied. It touches many fields of broad

human interest. An analysis of the course leading to the A. B. degree in the Santa Barbara State Teachers' College will serve to illustrate. The course of 128 units, or semester hours, is made up of 8 units of English, 3 of geography, 6 of psychology, 14 of social sciences, 6 of biology, 13 of chemistry, 11 of art, 19 of education, 6 of foods, 5 of dietetics, 10 of clothing, 2 of textiles, 10 of general administration of home economics work, 6 of physical education, and 9 units miscellaneous or elective.

### A Necessity

IT is exceedingly important at this time that the public shall be educated to the necessity for such school work. The teaching force should concentrate its efforts on it and do all in its power to make the most significant parts of the Home Economics work definitely effective in the improvement of the conditions of home life.

Civilizations have maintained themselves only upon the basis of stable and permanent homes. Apparently a crisis is impending, and it is incumbent upon schools and social agencies to successfully meet it. Proper knowledge concerning home life will not be a complete answer to the problem but this, coupled with properly developed ideals and activities, will go a long way toward doing so.

## HUMMING BIRD VERSES

A COLORADO school teacher, Miss Maude Freeman Osborne, has sent us some charming verses concerning the "broad-tailed" humming bird. This beautiful little flier has been seen in the Bay region, California, and is abundant in the Sacramento mountains at 9,000 feet elevation. It ranges from Idaho to Mexico and from California to Nebraska. Miss Osborne in response to our query writes:

"Personally, I have seen as many as twenty at a time on the wild cucumber vines of our mountain cabin porch, or hovering over the gillia flowers. They come from long distances, it is said as far as twenty miles, if they see a bright garment on the line, evidently thinking it a flower, (hence the second line of the poem.) Their wings make a metallic rattle, quite different from that made by the ordinary hummer.

Tiny broad-tailed hummer,  
Coming from afar,  
Like a living emerald,  
Like a shooting star!

Whir and flutter your flashing wings;  
Your long slim beak in the trumpet-  
flower dip;  
Like a fairy you sit to each scarlet bloom,  
While its honey-dew you sip.

Like bright zigzag lightning;  
Quivering, yet still;  
Vibrating, yet motionless;  
With the mystic thrill

Of your swift *susurrus*  
On the gold-winged air,  
Cleaving the sunlit silence;  
Darting everywhere.

Agile little aviator,  
That, strangely veering, gleams—  
An iridescent sword's thrust—  
As fleet as happy dreams.

A curious fluttering jewel;  
Fairest of Nature's toys;  
A throbbing dot from Paradise,  
Vibrant in your poise!

Whir and flutter your flashing wings;  
Your long slim beak in the trumpet-  
flower dip;  
Poising before each vivid bloom,  
While its honey-dew you sip.

## OFFICIAL PROGRAM OF THE AMERICAN HOME ECONOMICS ASSOCIATION CONVENTION San Francisco, August 1-6, 1925

### SATURDAY, AUGUST 1 HOTEL FAIRMONT

8:00 a. m. Breakfast for California Convention Publicity Committee. Special Table Main Dining Room—Dona de Luce, Chairman.

### SATURDAY, AUGUST 1 HOTEL FAIRMONT

9:00 a. m. to 12:00 m. Registration. Fairmont Hotel Lobby.

9:30 a. m. to 11:45 a. m. Council Meeting. Terrace Room.

Katharine Blunt, presiding.  
All members of the Association are welcome.

11:45 a. m. to 12:00 m. Business Meeting. Terrace Room.

Election of Nominating Committee.

12:00 m. Association Luncheon. Gold Ball Room.

Bertha C. Prentiss, presiding.  
Greetings from the California Home Economics Association—Ida E. Sunderlin.

Welcome to San Francisco—J. M. Gwinn, Superintendent of Schools, San Francisco.  
Presidential Message—Katharine Blunt.

#### 2:30 p. m. SECTION PROGRAMS.

2:30 p. m. Joint Program of Food and Nutrition and Institution Economics Sections. Terrace Room.

Chairmen, Martha Koehne and Effie Raitt.  
Local Representatives, Ruth Okey and Helen F. McDonald.

Katherine Jensen, presiding.

"Minerals, Foods and Health"—John A. Marshall, Dental College, University of California.

"The Role of Fruits and Vegetables in the Prevention and Treatment of Disease"—W. D. Sansum, Santa Barbara Cottage Hospital.

"The Education Program of the Dietitian"—Ruth Wheeler, Iowa State University.

"The Contribution of the Home Economist to Institutional Management"—George H. Black, Ellensburg Normal School, Ellensburg, Wash.

2:30 p. m. Joint Program of Textile and Related Art Sections. Red Room.

Anne Swainson, presiding.

Chairmen—Grace Denny and Virginia Alexander.

Local Representatives—Anne Swainson and Mary F. Patterson.

"Manufacture and Design of Women's Clothing"—Dorothy Nugent, Fairchild's Publications.

"Stage Craft and Costume Design"—Louise P. Sooy, University of California, Southern Branch.

"The Importance of Color, Design and Fabrics in Interior Decoration"—Watterson Lowe, Consulting Decorator, New York.

2:30 p. m. Extension Section. Florentine Room.

Chairman, Maud Mathes Wilson.  
Local Representative, Harriet G. Eddy.  
Maud Mathes Wilson, presiding.

"The Extension Worker and the American Home Economics Association"—Katharine Blunt, University of Chicago.

"Home Economics Extension; Purpose, Progress and Prospects"—W. A. Lloyd, in charge Western Division Federal Extension Office, Washington, D. C.

"The Mental Training of the Pre-School Child," Lillian J. Martin, Consulting Psychologist, San Francisco.

2:30 p. m. Education Section. Gray Room.

Chairman, Emma Conley.  
Local Representative, Maude I. Murchie.

Emma Conley, presiding.  
"The Place of Home Economics in Curriculum Revision"—A. C. Olney, Commissioner of Secondary Education, California State Board of Education.

"Home Economics as a Part of General Education"—Frances Zuill, Iowa State University.

6:00 p. m. Publicity Dinner. Florentine Room.

Lita Bane, presiding.

8:00 p. m. GENERAL SESSION. Ball Room and Red Room.

Etta P. Flagg, presiding.

Topic: "The Place of Home Economics in the Public School Curriculum."

"The Place of Home Economics in the Junior High School Program"—Leonard V. Koos, University of Minnesota.

"Home Economics in the Curriculum Considered from the Standpoint of the State"—Will C. Wood, State Superintendent of Public Instruction, California.

"The Claim of Home Economics to a Place in the Modern Curriculum"—Helen C. Goodspeed, University of Arkansas.

### SUNDAY, AUGUST 2

Refer to August Sierra Educational News for additional information, or Convention Information desk.



11:00 a. m. **Stanford University Trip.**  
Etta R. Handy in charge.

12:45 p. m. **Muir Woods or Tamalpais Trip.**  
Nuna Callaghan in charge.

## MONDAY, AUGUST 3 HOTEL FAIRMONT

8:00 a. m. **Breakfast for California State Council. Special Table, Main Dining Room.**  
Ida Sunderlin, presiding.

### 9:00 a. m. SECTION PROGRAM.

9:00 a. m. **Homemakers' Section. Gray Room.**

Chairman, Mildred Weigley Wood.

Local Representative, Freda Bayley Tremble.

Ruth Lindquist, presiding.

Standard of Living Studies, L. E. Kirkpatrick, Henriett Thompson, Minnie Price, Ruth Lindquist; Food Marketing, Mildred Weigley Wood; Studies in Use of Time, Ilena Bailey, Hildegard Kneeland.

9:00 a. m. **Home Economics in Business Section. Florentine Room.**

Chairman, Louise Fitzgerald.

Local Representative, Barbara Reid Robson. Louise Fitzgerald, presiding.

What Home Economics Can Contribute Toward Improving the Service Which the Business World Renders the Consumer, from the viewpoint of:

"The Producer"—Paul S. Armstrong, California Fruit Growers' Exchange.

"The Shop and the Commercial Textile Laboratory"—Elizabeth Weirick, Sears Roebuck & Company, Chicago.

"The Newspaper"—Kate Brew Vaughn, Los Angeles Express.

"The Magazine"—Genevieve Callahan, Meredith Publications, Des Moines, Iowa.

"The Advertising Man Or Woman"—H. A. Stebbins, Honig-Cooper Advertising Company, San Francisco.

9:00 a. m. **Institution Economics Section. Empire Room.**

Ruth Wheeler, presiding.

"Commercial Food Service"—Myron Greene, President, National Restaurant Association.

"Scientific Buying and Meal Planning"—Quindara Oliver, Children's Hospital, Boston.

"Newer Aspects of Food Poisoning"—Karl F. Meyer, University of California.

"Co-operative University Dining Halls"—Etta R. Handy, Stanford University.

9:00 a. m. **Food and Nutrition Section. Ball Room.**

Elizabeth J. McKittrick, presiding.

"Our Flour Supply"—C. L. Alsberg, Food Research Institute, Stanford University.

"Three Problems in Standardization of Experimental Cookery Methods"—Minna C. Denton, U. S. Department of Agriculture.

"The Use of Fat in the Human Body"—W. R. Bloor, University of Rochester.

"Digestibility versus Roughage and Vitamins"—Walter C. Alvarez, Hooper Institute for Medical Research, San Francisco.  
"Role of Bread in Nutrition"—H. E. Barnard, American Institute of Baking.

9:00 a. m. **Textile Section. Red Room.**

presiding

"Furs"—Arnold Liebes, Liebes Fur Company, San Francisco.

"Teaching the Subject Matter of Fur"—Blanche Stevens, Oregon Agricultural College.

"The Textile Testing Laboratory from the Inside"—Elizabeth Weirick, Sears Roebuck & Company, Chicago.

### 12:00 m. GROUP LUNCHEONS:

12:00 m. **Extension Section Luncheon. Fairmont Hotel.**

Harriet G. Eddy, presiding.

"What Home Economics Extension Means to the Farm Woman Herself"—Florence E. Ward, Federal Extension Office, Washington, D. C. Mrs. D. C. Hoover, a California Farm Bureau Member.

12:00 m **Textile Section Luncheon. South Laurel Court.**

Grace G. Denny, presiding.

12:00 m. **Luncheon for Committee on Social and Economic Problems of the Home.**

12:00 m. **Food and Nutrition Section Luncheon.**

Jessamine Chapman Williams, presiding.

12:00 m. **State Presidents' Luncheon.**

Katharine Blunt, presiding.

2:00 p. m. **Council Meeting. Ball Room and Red Room.**

4:00 p. m. **Business Meeting. Ball Room and Red Room.**

6:00 p. m. **COLLEGE ALUMNAE DINNERS:**

Simmons College. The Courtyard Tea Room, 450 Grant Ave.

Barbara Reid Robson, chairman, 507 Montgomery St., San Francisco.

Pratt Institute. Special Table, Main Dining Room. Fairmont Hotel.

Mrs. Norton Richardson, Chairman.

Teachers' College. Columbia University. Fairmont Hotel.

Helen Wells, Chairman.

University of Chicago. Hotel Fairmont.

Lydia Miles, Chairman.

University of California. Fairmont Hotel.

Inez A. Mathews, Chairman

Santa Barbara State Teachers' College, Hotel Fairmont.

Minnie B. Brennan, Chairman

Oregon Agricultural College, Hotel Fairmont

Martha E. Davis, Chairman.

San Jose Teachers College. La Favorita Restaurant, 821 Pacific Ave.

Mrs. Grace Stanley Steinhart, secretary, Stewart Hotel, San Francisco.

**7:30 p. m. GENERAL SESSION, Ball Room and Red Room.**

Alice P. Norton, presiding.

Topic: "The Relation of Home Economics to Changing Social Ideals and Practices."

"The Education of Children and Home Economics"—Lois Hayden Meek, American Association of University Women, Washington, D. C.

"The Homemaker and the Delinquent"—Orfa Jean Shontz, formerly Judge of the Juvenile Court, Los Angeles.

"The Function of Home Economics in Establishing New Social Sanctions"—Chester H. Rowell, Regent of the University of California.

**TUESDAY, AUGUST 4  
UNIVERSITY OF CALIFORNIA,  
BERKELEY**

**9:30 a. m. GENERAL SESSION. Wheeler Auditorium.**

S. Agnes Donham, presiding.

Topic: "Some Economic Phases of Our Problem."

Welcome to the University of California—Walter Morris Hart, Vice-president and Dean of the University of California.

"The Disbursement of Family Income"—Alonzo E. Taylor, Food Research Institute, Stanford University.

"What is the Home Contributing to Our Economic Life"—Hildegard Kneeland, U. S. Department of Agriculture.

"The Contribution of the Home Economics Movement to the American and to the European Home"—Grace Moody Haring, chairman of Home Extension Division, American Home Department, General Federation of Women's Clubs.

**12:00 Group Luncheons:**

Institution Economics Section and Food and Nutrition Section Luncheon. Varsity Candy Shop, 2250 Telegraph Ave.

Lenna Cooper, presiding.

Homemakers' Section Luncheon. Hotel Whitecotton, Shattuck and Allston Way, presiding.

Joint Luncheon, Textile and Related Art Sections, Women's Faculty Club, U. C.

Mary F. Patterson, presiding.

"The response of School children to certain color stimulations"—Mary Polson, Kansas State Agricultural College.

Extension Section Luncheon—in three groups: Home Demonstration Agents, Specialists, State Leaders.—Hotel Whitecotton.

Home Economics in Business Section Luncheon. Goose and Gridiron Tea Room. College and Dwight Way.

Barbara Reid Robson, presiding.

Student Club Luncheon.—The White Peacock, 1809 Euclid Avenue.

Saldee E. Stark, presiding.

"Inter-relation of Student Clubs and the Association"—Katharine Blunt.

"Aims and Accomplishments of Student Clubs"—Lita Bane, Solo.

"Home Economics in the Near East"—Alice Peloubet Norton.

Brief Reports from Representatives of Student Clubs.

**2:00 p. m. ROUND TABLE CONFERENCES**

**2:00 p. m. Education Section.**

1. Teacher Training—Beulah Coon, presiding. 123 Haviland Hall.

Report of Progress of the Committee on teacher training—Cora M. Winchell. (Report read by Beulah Coon.)

Report of an investigation among supervisors and teacher trainers concerning teaching difficulties—Beulah Coon, University of Nebraska.

Report of an investigation of difficulties experienced by teachers of vocational home-making. Adah Hess, State Board of Vocational Education, Illinois.

Report on a study of the teaching of family relationship.—Mary S. Lyle, Corvallis, Oregon.

General discussion of reports. Mabel Campbell, Federal Board for Vocational Education, Washington, D. C.; Jessie W. Harris, Director of Home Economics Education, Texas; Effie I. Ralft, University of Washington.

2. Public School Home Economics Education.—Elisabeth Amery, presiding. 123 Haviland Hall.

Report of an investigation of present day practices in homemaking in various types of homes and communities.

(1) Amount and kind of clothing construction in the home.

(2) Amount of laundry work carried on in the homes, and under what conditions.

Report read by Maude I. Murchie, State Supervisor of Teacher Training Courses in Home Economics, California.

"Some Home Economics Surveys in Denver"—Evelyn Jones, Denver Schools.

"The Specific Contributions Made by Home Economics to the Public School Educational System"—Emeline S. Whitcomb, Bureau of Education, U. S. Department of Interior.

**2:00 p. m. Extension Section. Agriculture Hall.**

Jessie D. McComb, presiding.

"Preparing the Leader for Her Job"—Hilda Faust, California, assisted by Mrs. C. D. Hoover and Mrs. F. T. Robson, Project leaders in Nutrition.

"Effective Use of Local Leaders"—Amy Kelly, Kansas.

"How We Carry On Home Demonstration Work"—Mrs. W. C. Richter, California, Project leader.

"Visual Aids As Used in a County"—Fleda E. Smith, San Diego County, California.

"Effective New Writing"—Connie Bonsla-gel, Arkansas.

"Standards for the Educational Work of Business Firms"—Gudrun Carlson, American Institute of American Meat Packers, Chicago.

#### 2:00 p. m. Textile Section.

1. Textile Research—Architecture Bldg., Grace G. Denny, presiding.

2. Teaching Clothing—Architecture Bldg., Maud E. Hayes, presiding.

Shoes—Ethelwyn Dodson, University of California.

Opportunities for Placing High School Girls in Commercial Positions—Elizabeth Jacobson, Tacoma, Washington.

Some Uses of Illustrative and Reference Material in a High School Course in Selection of Clothing.—Helen Elise Larsen, Long Beach, California.

#### 2:00 p. m. Institution Economics Section.

1. Dormitory Management.—Etta R. Hand-y, presiding. 110 Wheeler Hall.

(a) Relationships Between House Di-rector, Dean of Women and Superin-tendent of Buildings and Grounds.

(b) Buying of Housekeeping Supplies.

(c) "How to Meet Criticism in College Dormitories"—Dorothy Keubler, Uni-versity of Washington.

(d) "Presentation of the Survey of Dor-mitory Management"—Prepared by Elizabeth Beemis, Michigan Agricul-tural College. Report read by Lenna Cooper.

2. College, Commons and School Lunch Rooms"—102 Wheeler Hall,—Emma Smed-ley, presiding.

(a) "Competition of Corner Bakeries"—Anna L. Post, Tacoma, Washington.

(b) "Management of Student Employees"

(c) "Institutional Accounts and Records"—Ruth M. Lusby., University of Wash-ington.

3. Joint Sub-Section of Institution Econ-omics and Food and Nutrition Sections, 101 Wheeler Hall.

"Problems of the Hospital Dietitian"—presiding.

(a) "Nutritional Problems of the Dieti-tian."

"Standardization of Methods of Calcu-lating Diaries"—Mildred Chase Cooke, Chase Diet Sanitarium, Los Angeles.

"Preparation of Formulas and Feeding of Small Children"—Quindara Oli-ver, Children's Hospital, Boston.

"Possibilities of Supplying Qualitative Diets for Out-Patient Clinics"—Lot-tie Sloan, Lane Hospital, San Fran-cisco.

(b) "Managerial Problems of the Dieti-tian"—Lenna Cooper, Battle Creek, Michigan.

(c) "Code of Ethics"—Alice Zabriskie, Teachers College, Columbia Univ.

"The Dietitian's Responsibilities"—Ruth Wheeler, Iowa State University Hospital.

#### 2:00 p. m. Food and Nutrition Section.

1. "Health Education"—100 Wheeler Hall, Jessamine Chapman Williams, presiding.

"The Next Step in Health Nutrition based on the Experience of the Past"—William Palmer Lucas, University of California Medical School.

(b) "The Work of Administrators in the Health Education Program"—George H. Black, Ellensburg Normal School, Washington.

(c) "The Child Health Demonstration—A Study in Method"—Walter H. Brown, Marion County, Health Demonstration Center, Oregon.

(d) "The Child Health Demonstration—A Study in Affiliation"—Elnora E. Thomson, Director of Nurses, Marion County Health Demonstration Center, Oregon.

(e) "Three Minute Reports from High School Teachers Incorporating Health Education in their Home Economics Teaching:"

1. Lura Keiser, Corvallis High School, Oregon.

2. Mary Currie Moore, Denver, Color-ado.

3. Essie L. Elliott, Manual Arts High School, Los Angeles.

2. "Research in Food and Nutrition"—103 Wheeler Hall—Ruth Okey, presiding.

(Papers will be called in the order given on the printed program. Each paper is limited to ten minutes.)

1. Martha Kramer, Kansas State Agricul-tural College.—"Utilization by Children of Fresh, Raw, and Dried Milk."

2. P. Mabel Nelson, Iowa State College.—"Effect of Maternal Diets on Lacta-tion."

3. Martha Koehne, University of Wash-ington.—"Effect of Types of Diets Com-monly Used in American Homes on Skeletal Structure and Teeth in Rats."

4. Statie Erikson, University of Califor-nia.—"Monthly Variations in the Nitro-gen Metabolism of Women."

5. Pearl E. Ruby and Ruth Campbell, Kan-sas State Agricultural College.—"Diet and Health Habits of Children from Two to Seven Years of Age."

6. Margaret Chaney, University of Chi-cago.—"Effect of Orange Juice on the Retention of Calcium, Phosphorus and Nitrogen in Children."

7. Glatha Hatfield and Martha Tanner, University of California.—"A Study of the Changes in Physical Measurements, Basal Metabolism, etc., of Underweight and Normal Children On a Constant Diet, When Given Various Types of Supplementary Lunch."

8. Carrie C. Dozier, State College of Utah.—"The Relation of Food to Growth and Reproduction."
9. Minna C. Denton, U. S. Department of Agriculture, Washington, D. C.—"Soft Wheat Flours in Home Bread Making."
10. Margaret Ahlborn, Kansas State Agricultural College.—"A Comparison of the Shortening Powers of Various Fats as Tested by Their Tensile Strength in Baked Products."
11. Dorothy Osburn, University of California.—"The Effect of Vitamin Deficiency on the Character of Nitrogen Metabolism in the Rat."
12. Carey D. Miller, University of Hawaii.—"The Vitamin Content of Papaya."
13. Margaret Justin and Mildred Halstead, Kansas State College.—"The Digestibility of Pie Crusts."
13. Hannah A. Stillman and Eva May Davis, University of Missouri.—"A Comparison of the Growth Promoting Properties of Some Fruit and Vegetable Juices Used in Infant Feeding."
14. Hannah A. Stillman, University of Missouri.—"Causes of Destruction of Vitamin C in Cooked and Canned Foods."
15. Ruth Jordan, Purdue University.—"Comparison of Rates of Heat Penetration in the Can in Fruits and Vegetables in Two Methods of Home Processing."
16. Rose Hogue and Lydia Roberts, University of Chicago.—"The Value of the Inventory Dietary Study as Tested by Individual Studies in Twelve Polish Families."
17. Viola J. Anderson, University of Kansas.—"Dietary Studies in Institutions."
18. Martha Koehne, University of Washington.—"Dietary Studies of Students in Seattle."
19. Annie J. Smith and Ada M. Field, Peabody College.—"A Study of the Effect of Nutrition on Mental Growth."
20. Mary T. Peacock and Ada M. Field, Peabody College.—"Chemical Composition of Turnip Tops."
21. Edith M. Cox and Ada M. Field, Peabody College.—"Chemical Composition of Mustard Greens."
22. Augusta Fort and Mary P. Wilson, Peabody College.—"Problems in Fondant Making."
23. Ruth Jordan, Purdue University.—"The Uses of Honey in Cooking."

#### READ BY TITLE ONLY

1. Eleanor MacKay, Isabel Noble and Evelyn G. Halliday, University of Chicago.—"Relation of Reaction Time in Baking Powders to Their Use in Batters and Doughs."
  2. Evelyn G. Halliday, Susanne Thompson and Esther Cooley, University of Chicago.—"Cooking Vegetables to Preserve Flavor and Color."
  3. Elizabeth Sprague and Elizabeth Benedict, University of Kansas.—"Precision in Coffee Making."
  4. Helen Parsons, University of Wisconsin.—"The Effect of Different Methods of Canning Vegetables on the Vitamin B. Content."
  5. Helen Parsons, University of Wisconsin.—"The Vitamin Content of Winter Ripened Tomatoes."
  6. Helen Parsons, University of Wisconsin.—"The Effect of Canning on the Antirachitic Vitamin in Oysters."
  7. Catherine S. Stacy, University of California.—"The Effect of Deficiency in Fat Soluble Vitamins Upon Tooth Damage."
  8. Dorothy Osburn, Virginia Croft Snoddy and Agnes Fay Morgan, University of California.—"The Relation of Vitamin Intake to Utilization of Protein in Rats."
  9. Marietta Eichelberger, University of Chicago.—"The Effect of Light on Creatinin Excretion and Energy Metabolism."
  10. Ruth E. Boyden, University of California.—"Monthly Variations in Lipoid Metabolism in Women."
  11. Elda I. Robb and Ruth Okey, University of California.—"Carbohydrate Metabolism in Relation to the Monthly Cycle in Women."
  12. Hannah A. Stillman and Eleanor L. Childers, Marian A. Wade, University of Missouri.—"The Effects of Tea and Coffee on the Basal Metabolism of Women Students."
- 2:00 p. m. Home Economics in Business Section. 120 Wheeler Hall. Leonore Dunnigan, presiding.
- Improving and standardizing home economics services offered by business firms from the standpoint of:
- (a) Those who give.  
Margaret Sawyer, Postum Cereal Co., New York.  
Helen H. Downing, Calumet Baking Powder Co., Chicago.  
Belle de Graf, San Francisco Chronicle, San Francisco.
- (b) Those who receive.  
Essie L. Elliott, Manual Arts High School, Los Angeles.  
Inez La Bossier, Montana State Agricultural College  
Stella Mather, Home Demonstration Agent, Tucson, Arizona.
- The training for home economics in business.  
Laura Veach Clark, University of California  
Agnes Fay Morgan, University of California  
A. Grace Johnson, Oregon Agricultural College  
Myrtle Klabundie, San Francisco Cooking School



The type of material on home economics pages of newspapers which is most helpful to home-makers.

Mildred Weigley Wood, Phoenix, Arizona

Ida Rigney Migliario, Topeka, Kansas  
Jean Whitchee Christie, Berkeley, California.

**2:00 p. m. Homemakers' Section. 122 Wheeler Hall.**

Conference on Child Training.—Freda Bayley Tremble, presiding.

"A Habit Curriculum for Young Children" Lucy A. Studley, University of Minnesota.

"The Health of the Whole Child."—Richard A. Bolt, University of California.

"The Unusual Child."—Olga Bridgman, University of California.

**2:00 p. m. Committee on Social and Economic Problems in the Home. 123 Wheeler Hall.**

Hildegard Kneeland, presiding.

**SUMMARY OF PRESENT STATUS OF RESEARCH**

Report of Purnell Committee on Home Management Studies. Methods for Study of Standards of Living.

Use of Time. Efficiency of Household Plant, Ruth Lindquist, Margaret Justin, Edith Hawley, and others.

**2:00 p. m. Related Art Section, Architecture Bldg., Room F.**

Mary F. Patterson, presiding.

"The application of Design and Color in Costume and Interior Decoration."—Emma Waldvogel, Monterey, California.

"The Equipment of the Teacher of Related Art"—Belle Northrup, Teachers' College, Columbia University.

**Committee Reports:**

1. "Art as it is Related to Textiles and Clothing."—Agnes Ellen Harris, State Supervisor of Home Economics, Alabama.

2. "Art Correlations in Meal Planning and Serving."—Harriet Glendon, Carnegie Institute, Pittsburgh, Pa. Margaret Gleason, State College for Women, Denton, Texas.

3. "Art Projects in Home Management and Furnishings."—Harriet Goldstein, University of Minnesota.

**4:30 p. m. Tour of Campus With Guides.**

**5:30 p. m. Tea at the Women's Faculty Club, U. C.**

**6:30 p. m. Informal Dinner. Ennor's 2128 Center St.**

Dinner for Hospital Dietitians.—Ennor's 2128 Center St.

Mildred Chase Cooke, presiding.

Dinner for Journal News Gatherers—Ennor's 2128 Center St.

Helen W. Atwater, presiding.

**7:30 p. m. CONFERENCE ON RESEARCH IN HOME ECONOMICS, Room 11, Wheeler Hall.**

Helen B. Thompson, presiding.

"Co-operation in Research as Developed in

Agriculture."—E. D. Merrill, College of Agriculture, University of California.

"Principles and Practice in Co-operation."—C. R. Ball, U. S. Department of Agriculture.

"The Scope of Research in Home Economics"—Margaret Justin, Kansas State Agricultural College.

"Methods of Research in Home Economics:" In Biological Problems.—Hazel Munsell, U. S. Department of Agriculture.

In Chemical Problems.—Katharine Blunt, University of Chicago.

In Problems Involving Statistical Data, Walter Scott Monroe, Univ. of Illinois.

**WEDNESDAY, AUGUST 5  
FAIRMONT HOTEL, San Francisco**

**8:00 a. m. Breakfast for Chairmen of State Membership Committees. Empire Room.**

Lita Bane, Executive Secretary, presiding.

**9:30 to 11:30 BUSINESS MEETINGS OF ALL SECTIONS.**

**9:30 to 11:30 Food and Nutrition Section. Ball Room.**

Martha Koehne, University of Washington, presiding.

1. Report of Section Chairman.

2. Reports of Committees.

(a) Membership—Ruth Jordan, Indiana, chairman.

(b) Preparation Required for Research in Food and Nutrition.—P. Mabel Nelson, Iowa, chairman.

(c) Nutrition Extension—Flora M. Thurston, New York, chairman.

(d) Publications—Elizabeth Miller Koch, Illinois, chairman.

(e) Special Committee on Affiliations Appointed by the President of the Association.—Martha Koehne, Washington, chairman.

3. Discussion of Qualifications for Membership in the Association.

4. Program of Work for 1925-26.

5. Election of Officers.

**9:30 to 11:30 Education Section. Gray Room. Emma Conley, New York State Department of Education, presiding.**

1. Report of Section Chairman.

2. Reports of Investigations and Surveys Carried on During the Year.—Mabel Campbell, Federal Board for Vocational Education.

3. Reports of Sub-sections.—Elisabeth Amery, Delaware, and Beulah Coon, Nebraska.

4. Discussion of Qualifications for Membership in the Association.

5. Program of Work for 1925-26.

6. Election of Officers.

**9:30 to 11:30 Extension Section. Florentine Room.**

Maud Mathes Willson, State College of Washington, presiding.

1. Report of Section Chairman.
2. Reports of Committees.
  - A. Program of Work  
Rena Maycock, Agricultural College of Utah, chairman.

- (1) Promoting the program of the Association.
- (2) Methods worked out by states for presenting the field and scope of home economics extension to home economics faculty and students.
- (3) Publicity for work of country home demonstration agents.
- (4) Extension terminology.
- (5) Suggestions for 1925-26.

**B. Duplication of Material.**

Grace Frysinger, U. S. Department of Agriculture, chairman.

C. Nutrition in Extension.—Flora Thurston, New York, chairman.

D. Clothing in Extension.—Marion Tucker, Massachusetts, chairman.

E. Suggested Constitution and By-laws.—Lucille W. Reynolds, Massachusetts, chairman.

**F. Resolutions.**

3. Discussion of Qualifications for Membership in the Association.
4. Program of Work for 1925-26.
5. Election of Officers.

**9:30 to 11:30 Institution Economics Section. Green Room.**

Effie I. Raitt, University of Washington, presiding.

1. Report of Section Chairman.
2. Discussion of Qualifications for Membership in the Association.—Gladys Brannegan, Montana, chairman.
3. Report from Hospital Dietitian Sub-section.
  - (a) Code of ethics.
  - (b) The dietitian's responsibilities.
4. Report from Dormitory Management Sub-section. Committee on Survey of Dormitory Management.—Etta R. Handy, Stanford University.
5. Program of Work for 1925-26.
6. Election of Officers.

**9:30 to 11:30 Home Economics in Business Section. A Parlor.**

Louise Fitzgerald, National Dairy Council, presiding.

1. Report of Section Chairman.
2. Summary of Round-table discussions.—Marie Sellers, Pictorial Review.
3. Reports of Committees.
4. Reports of Local City Groups.
5. Program of Work for 1925-26.
6. Election of Officers.

**9:30 to 11:30 Textile Section. Terrace Room.**  
Grace G. Denny, University of Washington, presiding.

1. Report of Section Chairman.
2. Discussion of Qualifications for Membership in the Association.
3. Committee reports:

(a) Clothing Contest.—Department of Vocational Education—Lillian Peek, Texas.

(b) Commercial Contacts.—Sadie Swenson, Commercial High School, Springfield, Mass.

(c) Educational Essentials.—Clara M. Brown, University of Minnesota.

(d) Hygiene of Clothing.—Cora Irene Leiby, Decatur, Illinois.

(e) Junior-High School Projects.—Beatrice Hunter, Cornell University.

(f) Membership.—Marie Schraas, Purdue University.

(g) Methods in Clothing.—Marion Tucker, Massachusetts Agricultural College.

(h) Publicity.—Ruth O'Brien, U. S. Department of Agriculture.

(i) Research.—Ethel Phelps, University of Minnesota.

(j) Standardization.—Rosa Mond Cook, New York City.

**4. Program of Work for 1925-26.****5. Election of Officers.****9:30 to 11:30 Homemakers' Section. A Parlor.**  
Mildred Weigley Wood, Phoenix, Arizona, presiding.

1. Report of committee on Functioning of Home Economics Training in the Life of the Homemaker Graduate.—Delphine Ferrer Doyle, Berkeley, California.
2. Contribution of the American Home Economics Association to the Homemaker.—Lita Bane, Executive Secretary.
3. Discussion of Qualifications for Membership in the Association.
4. Program of Work for 1925-26.
5. Election of Officers.

**9:30 to 11:30 Related Art Section. Red Room.**  
presiding.

1. Discussion of Qualifications for Membership in the Association.
2. Committee Reports.
3. Program of Work for 1925-26.
4. Election of Officers.

**11:30 a. m. Meeting of Co-ordinating Committee. Empire Room.****12:00 m. LUNCHEONS. FAIRMONT HOTEL.**  
Luncheon for City Supervisors.

Emeline Whitcomb, Bureau of Education, U. S. Department of Interior, presiding.

Nutrition as an Applied Science for the High School discussed from the Viewpoint of:

"The Professor of Nutrition"—Katharine Blunt, Minna C. Denton, Agnes Fay Morgan.

"The Professor of Home Economics Education"—Laura V. Clark.

"The State Supervisor of Home Economics"—Emma Conley, New York.

Maude I. Murchie, California.

Kate North, Oklahoma.

"The City Supervisor of Home Economics"—Maud E. Hayes, Long Beach, California.

"The Home Economics High School Teacher"—Essie L. Elliott, Los Angeles, California.

"The City Superintendent of Schools."

Luncheon for Phi Upsilon Omicron.

Luncheon for Omicron Nu.

Saldee E. Stark, presiding.

2:00 p. m. **BUSINESS MEETING OF THE ASSOCIATION.** Red Room.

Katharine Blunt, presiding.

4:00 p. m. **COUNCIL MEETING.** Red Room.

6:30 p. m. **ASSOCIATION BANQUET, Fairmont Hotel.** Gold Ball Room and Red Room.

Lita Bane, presiding.

"High Lights of the Eighteenth Annual Meeting,"—Helen W. Atwater, Editor of the Journal of Home Economics.

Fifty-five-second Reports From the State Councilors or Alternates.

Varied Entertainment,—Maud E. Hayes, chairman.

Representing California Pioneer History,—California Home Demonstration Agents.

Whistling Solos,—Mrs. F. T. Robson.

Vitamin Skit,—Southern Section of California Home Economics Association.

**THURSDAY, AUGUST 6  
HOTEL FAIRMONT**

9:30 a. m. Meeting of New Executive Committee. Empire Room.

**TRIPS**

Refer to August Sierra Educational News for additional information, or Convention Information Desk.

8:30 a. m. California Cotton Mills.

Helen Fancher, 2310 Durant Ave., Berkeley, in charge.

9:30 a. m. Co-operative Wool Grower's Association.

Jamie Allan, 540 28th St., Oakland, in charge.

9:30 a. m. San Francisco Sight Seeing.

Inez Mathews, 1373 Fourth Ave., S. F., in charge.

California & Hawaiian Sugar Co., Crockett Belle de Graf, 509 Kohl Bldg., S. F., in charge.

2:00 p. m. Berkeley, Oakland and Mills College.

Laura James, Mills College, in charge.  
Autos to leave

The Shredded Wheat Factory, 14th and Union, Oakland, may also be visited from 9:30 to 11:00 in the morning and from 2:00 to 4:00 in the afternoon.

**PROPOSED AMENDMENTS TO THE CONSTITUTION AND BY-LAWS**

**Constitution**

Recommended by Special Committee of Regional Councilors on Organization—

**Article III:**

Add "but may join the American Home Economics Association only through their respective state associations where these exist and function."

**By-Laws**

Recommended by the Committee on Graded Membership—

**Article III, Section I, (5):**

Strike out "fifty dollars" and substitute \$200.00.

Recommended by the Executive Committee—

**Article IV, Section I:**

Strike out "Members in Canada, Porto Rico, and other similar groups approved by the Council may affiliate with the same rights as states" and substitute "Groups of members in Canadian Provinces and in territorial and insular possessions of the United States may become affiliated with the American Home Economics Association with the same rights as states."

**Article VI, 3:**

Postponed from the Buffalo meeting—

Strike out "but executive committees of sections may provide special assessments and registration fees as requirements for enrollment and attendance at section meetings" and substitute "A section may raise special funds with the consent of the executive committee, but voting rights in the section shall not be dependent on special fees."

**OFFICERS AND COMMITTEES**

**OFFICERS OF THE ASSOCIATION**

President, Katharine Blunt, University of Chicago, Chicago, Illinois.

Vice Presidents:

Anna E. Richardson, Iowa State College, Ames, Iowa.

Frances Swain, Chicago Normal College, Chicago, Illinois.

Cora M. Winchell, Teachers College, Columbia University, New York City.

Secretary, Marie Sayles, 1123 East Kearsley Street, Flint, Michigan.

Treasurer, H. Gale Turpin, Baltimore Trust Company, Baltimore, Maryland.

Controller, S. Agnes Donham, 46 Lovering Street, Boston, Massachusetts.

Executive Secretary, Lita Bane, Grace Dodge Hotel, Washington, D. C.

Editor of the Journal, Helen W. Atwater, Grace Dodge Hotel, Washington, D. C.

**OFFICERS OF SECTIONS****Food and Nutrition**

Chairman, Martha Koehne, University of Washington, Seattle, Washington.

Secretary, Mrs. Jessamine Chapman Williams, College of Agriculture, Corvallis, Ore.

**Home Economics Education**

Chairman, Emma Conley, Department of Education, Albany, New York.

Secretary, Maud Murchie, Department of Education, Sacramento, California.

**Home Economics Extension**

Chairman, Maud Wilson, State College, Pullman, Washington.

Secretary, Mary Stillwell, University of Nevada, Reno, Nevada.

**Institution Economics**

Chairman, Effie Raitt, University of Washington, Seattle, Washington.

Vice Chairman, Henrietta French, Lake Placid Club, Lake Placid, New York.

Secretary, Mrs. Marian Shaffer, Women's City Club, San Francisco, California.

**Textile**

Chairman, Grace Denny, University of Washington, Seattle, Washington.

Vice Chairman, Elizabeth Dyer, University of Cincinnati, Cincinnati, Ohio.

Secretary, Alice Dodge, Ballard High School, Seattle, Washington.

Treasurer, Ethel Phelps, University of Minnesota, St. Paul, Minnesota.

**Home Economics in Business**

Chairman, Louise Fitzgerald, 910 South Michigan Avenue, Chicago, Illinois.

Secretary, Marie Sellers, Pictorial Review, New York City.

**Related Art**

Chairman, Virginia M. Alexander, Carnegie Institute of Technology, Pittsburgh, Pa.

Secretary, Marion Clark, University of Chicago, Chicago, Illinois.

**Homemakers**

Chairman, Mrs. Mildred Weigley Wood, 333 East McDowell Road, Phoenix, Arizona.

Vice Chairman, Mrs. Gladys Becket Jones, Boston, Massachusetts.

Secretary, Blanche Lee, College of Agriculture, Bozeman, Montana.

**EIGHTEENTH ANNUAL MEETING**

Chairman California Convention—Bertha C. Prentiss, Home Economics Supervisor, Board of Education, Berkeley.

General Program Chairman—Agnes Fay Morgan, University of California, Berkeley.

**Committees**

Bay Section Chairman—Ada Havill, 1450 Alice Street, Oakland.

Housing—Maud Garvey, Chairman, 29 Scott Street, San Francisco.

Transportation and Travel Information—Florence Halliday, Chairman, 540 28th Street, Oakland.

Hospitality—Elizabeth Rothermel, Chairman, 1531 Everett Street, Oakland.

Entertainment—Marian Phillips, Chairman, 939 Page Street, San Francisco.

Information—Lydia Miles, Chairman, 312 E. Williams Street, San Jose.

Trips—Etta R. Handy, Chairman, Stanford Union, Stanford University.

Exhibits—Frances Ogier, Chairman, 840 Alma Street, Oakland.

Meeting Halls—Lucille Johnson, Chairman, University of California, Berkeley.

Registration—Agnes Carpenter, Chairman, 2810 Prince St., Berkeley.

Publicity—Dona de Luce, Chairman, 795 Pine Street, San Francisco.

Auditing—Saidee E. Stark, Chairman, State Teachers College, Chico.

Finance—Bertha C. Prentiss and Agnes Fay Morgan.

**Councilors at Large****Terms Expire 1925**

Isabel Bevier, 605 South Lincoln Ave., Urbana, Ill.

Abbie Marlatt, University of Wisconsin, Madison.

Inga Allison, Colorado Agricultural College, Ft. Collins.

Mrs. L. J. Duncan, Manitoba Agricultural College, Winnipeg.

Helen Thompson, Univ. of Southern California, Los Angeles.

**Terms Expire 1926**

C. F. Langworthy, Bureau of Home Economics, U. S. Dept. of Agr.

Jessie Whitacre, Utah Agricultural College, Logan.

Neale Knowles, Iowa State College, Ames.

Faith Lanman, Ohio State Univ., Columbus.

Margaret Sawyer, Postum Cereal Co., New York.

**Term expires 1927**

Mary E. Sweeny, Merrill Palmer School, Detroit.

**Term expires 1928**

Mrs. Mary de Garmo Bryan, 626 Bergen Ave., Jersey City.

**Term expires 1929**

Alice F. Blood, Simmons College, Boston.

**REGIONAL COUNCILORS**

Central Region, Jennie Snow, Board of Education, Chicago.

New England Region, Antoinette Roof, Simmons College, Boston.

Inland Empire Region, Florence Harrison, State College, Pullman, Wash.

Southern Region

Pacific Region, Maude Murchie, State Dept. Education, Sacramento, Cal.

Eastern Region, Anna M. Cooley, Teachers College, New York City.

West Central Region, Beulah I. Coon, Teachers College Bldg., Lincoln, Nebr.



## STATE PRESIDENTS

- Alabama—Harriet Gresham, 1556 Church St., Mobile.
- Arizona—Elizabeth Wilson, Phoenix High School, Phoenix.
- Arkansas—Connie J. Bonslagel, State Extension Service, Little Rock.
- California—Ida Sunderlin, 326 Spruce St., Inglewood.
- Colorado—Mrs. Kate W. Kinyon, 122 Adm. Bldg., Denver.
- Connecticut—Mrs. Marion E. Dakin, Conn. Agri. College, Storrs.
- Dist. of Columbia—Emeline Whitcomb, Bureau of Education, Washington.
- Delaware—Ethel Parker, Women's College, Newark.
- Florida—Margaret Sandels, F. S. C. W., Tallahassee.
- Georgia—Clara Lee Cone, Girls' High School, Atlanta.
- Idaho—Dorothy Ellis, Moscow.
- Illinois—Jenny Snow, Board of Education, Tribune Bldg., Chicago.
- Indiana—Mabel T. Wellman, Indiana University, Bloomington.
- Iowa—Lillian Orr, City Hall, Sioux City.
- Kansas—Elizabeth C. Sprague, University of Kansas, Lawrence.
- Kentucky—Mary Gale Cawthon, 732 S. Second Street, Louisville.
- Louisiana—Clyde Mobley, State Dept. of Education, Baton Rouge.
- Maine—Florence L. Jenkins, 140 Pine Street, Portland.
- Maryland—Edna McNaughton, University of Md., College Park.
- Massachusetts—Amy Fackt, Simmons College, Boston.
- Michigan—Ruth Ann Hood, Board of Education, Grand Rapids.
- Minnesota—Frances Kelley, 305 City Hall, Minneapolis.
- Mississippi—Mary J. Wilson, Miss. St. College for Women, Columbus.
- Missouri—Lilly E. Brucher, State Teachers College, Cape Girardeau.
- Montana—Helen Gleason, State University, Missoula.
- Nebraska—Beulah I. Coon, Univ. of Nebraska, Lincoln.
- New Hampshire—Mrs. Helen F. McLaughlin, Univ. of New Hampshire, Durham.
- New Mexico—Mrs. Walter Simpson, University of New Mexico, Albuquerque.
- New York—Anna M. Cooley, Teachers College, New York City.
- North Carolina—Hope Coolidge N. C. College for Women, Greensboro.
- North Dakota—Christine Finlayson, Agri. College, Fargo.
- Ohio—Nancy Folsom, H. D. Agent, Norwalk.
- Oklahoma—Anna K. Banks, Okla. College for Women, Chickasha.
- Oregon—Mrs. Alice F. Wieman, 1009 E. 16th Street, N. Portland.
- Pennsylvania—Louise Turner, Penn. State College.
- Rhode Island—Alice L. Edwards, R. I. State College, Kingston.
- South Carolina—Alice B. Foote, Winthrop College, Rock Hill.
- South Dakota—Corabelle Teller, Washington High, Sioux Falls.
- Tennessee—Lula Tunison, Farm Bureau, Memphis.
- Texas—Jessie W. Harris, State Dept. of Education, Austin.
- Utah—Effie Warnick, B. Y. U., Provo.
- Vermont—Leonora B. Armstrong, Cavendish House, Proctor.
- Virginia—M'Ledge Moffett, State Teachers College, East Radford.
- Washington—Frances B. Skinner, Washington St. Normal, Ellensburg.
- West Virginia—Katherine Kearney, 1219 Quarries St., Charleston.
- Wisconsin—Bessie May Allen, St. Normal School, Stevens Point.
- Wyoming—Jane Beck, Rock Springs.

**T**HE official program, which occupies the preceding ten pages of this issue, is also reprinted, in small handbook form, with important last-minute Corrections and Additions. All those who attend the Convention are urged to consult the handbook, which is the final printed program.

## A SYMPOSIUM OF HOME ECONOMICS ACTIVITIES IN TWENTY REPRESENTATIVE STATES

**R**EPORTS of activities for 1924-25 from officers of state organizations in twenty representative states give an aeroplane view of this movement in its national aspect. All but two of the forty-eight states have associations affiliated with the American Home Economics Association.

The most striking feature of these reports is that of **GATHERING STRENGTH**. Nearly all of them report greatly increased membership. A definite spirit of cooperation with other organizations working toward the same ends is also evident. The sponsoring of high school contests, college loan funds and scholarships, and student home economics clubs, is prominent in many states. A new feature of state work is the publication of news letters and bulletins. The larger states apparently find it necessary to divide the organization into two or more geographical divisions in order to make the meetings accessible to the majority of the members.

On the whole these reports offer an encouraging and even an amazing view of unified, purposeful and largely altruistic activity for better health, better homes, better schools, better hospitals, better community life everywhere in America.

### ALABAMA

**M**EMBERSHIP has increased 45 per cent over previous years. Eighteen clubs have been affiliated, as compared with one the previous year. The mid-winter meeting was held in Montgomery in December; the annual meeting with the Alabama Education Association in Mobile, in April.

The publicity committee has made use of newspapers and educational magazines in putting home economics work before the public. This committee also encouraged greater publicity locally by the home economics people. Eight numbers of a news letter were sent out to the members of the association during the year. Seven numbers of the high school news letter were sent to all home economics clubs reporting their organization.

The High School Problems committee put on again this year a State Clothing Contest, which is now an annual event. The Normal and Elementary Schools committee made a study of helps in teaching for the elementary work in home economics, and has compiled this material. The College Problems committee is studying the previous home economics work of entering freshmen. Assistance was given the Better Homes movement.

MISS IVOL SPOFFORD, Pres. Montgomery.

### CALIFORNIA

**T**HE California association is divided into four sections,—Northern, Bay, Central, and Southern, the latter two having two units. The total membership is 569. During the past year eight student clubs were affiliated.

Interesting programs have been held in all sections, from four to ten in numbers, depending on the size of the section. The state council, consisting of representatives from the four sections, fourteen members in all, were all present at the annual meeting in Santa Barbara this spring, at which time the national convention business was paramount.

The most outstanding piece of work was the publishing of two State news letters, which went to every person in home economics work. In addition the Bay Section printed a "Handbook" which will be invaluable to all interested in home economics. The handbook contains suggestive outlines of courses, articles of state requirements for graduation, college and university entrance requirements, nomenclature, vocational opportunities and a section on community service.

The Southern Section has accumulated, through their Cook Book committee, an additional \$500, making a total of \$2000, which is a nucleus to be used some day for a permanent home.

The officers who are chosen from each section by rotation, for the coming year are: President, Miss Ida E. Sunderlin, Inglewood Union High School; secretary-treasurer, Miss Katherine McGorry, Pasadena High School; state councillor, Bertha C. Prentiss, Supervisor of Home Economics, Berkeley.

MISS IDA E. SUNDERLIN,

President,  
Inglewood.

### CONNECTICUT

**T**HE Connecticut association cannot report a largely increased membership list during the last year. The attendance at our meetings and the enthusiasm shown are perhaps indicators of the growing interest. The outstanding points in our year's work are:

1. The visit last fall of our executive secretary, Miss Lita Bane, and the suggestions she gave us for increasing the effectiveness of our association.

2. The formation of a home economics club in New Haven, which is stimulating interest

in home economics locally and strengthening the state association.

3. The decision of our members that our fall meeting should be extended to two days, instead of one.

MISS MARION EVANS DAKIN,

President, Storrs.

#### DISTRICT OF COLUMBIA

THE District of Columbia association has completed one of the most active years in its history. During 1924-25 eight regular meetings were held. The program committee varied the type of these meetings so as to arouse the greatest possible interest.

A business meeting held at the national headquarters of the American Association of University Women opened the year, at which time standing committees were appointed. The second meeting occurred during the conference of Land Grant College in Washington, and was a dinner. Dean Vivian, of Ohio State University, was the speaker of the evening. Two joint meetings were held with the Housekeepers' Alliance.

At a dinner meeting in March, Mr. Eben Comins, artist and art critic, spoke on "Art in the Home." At this time plans were presented by the Better Homes committee for a demonstration cottage to be opened for inspection during Better Homes week, May 11-18. The committee co-operated with local builders in the construction of a moderately-priced cottage in a Virginia suburb. By slightly modifying the original plan of the builders, and at very little additional expense the house was made so much more convenient and attractive than the other houses being built by the company from the same plan.

Two meetings of a purely social nature were held,—a picnic at the Better Home Demonstration Cottage, just before it was opened to the public; the other was a get-acquainted party held at the Grace Dodge Garden House.

At the last business meeting, the following new officers were elected: Miss Emeline Whitcomb, president; Mrs. R. W. Lenkel, vice-president; Miss Mary Tate, secretary; Miss Lucy Alexander, treasurer. Councillor to serve for three years, Miss Edith M. Thomas.

The treasurer submitted the following interesting information regarding the classification of members:

Membership classified according to sections and committees in the National Association.

Sections	
Food and nutrition.....	18
Home economics education.....	23
Home economics extension.....	6
Institutional economics.....	11

Textile.....	2
Home economics in business.....	5
Related art.....	0
Homemakers.....	12
Economic relation to home.....	4
Miscellaneous.....	9
Total.....	82
Membership classified according to occupation.	

Sections	
Teachers.....	19
Editorial work.....	3
Homemakers.....	12
Research workers.....	12
Textiles.....	2
Nutrition.....	8
Economics.....	4
Administrative work.....	15
Managers, dietitians, etc., in hotels, clubs and cafeterias.....	11
Women in business—other than hotels, etc.....	5
Miscellaneous.....	3
Total.....	82

MISS EMELINE WHITCOMB,

President,

Washington, D. C.

#### GEORGIA

PROBABLY the most interesting accomplishment of the Georgia association this year has been the increase in membership. The membership has more than doubled through the efforts of an active membership committee. A large per cent of these members attended the annual meeting of the state association.

The slogan has been: "Better Homes in Georgia." This thought was emphasized in the program for the annual meeting. Several national speakers contributed to the success of this program. An outgrowth of the meeting was the appointment of a committee to work on the standardization of a state course of study in General Home Economics. The committee will have certain suggestions ready by the first of September. These suggestions will be tried out by various schools so that reports can be made at the next annual meeting.

For the second year association sponsored an "essay contest" open to high school juniors and seniors. The subject was: "What contributions Home Economics in the education of Georgia girls will make to future standards of living in Georgia." Much interest was displayed in the contest. The prizes were four partial home economics scholarships in Georgia colleges, ranging in value from \$50 to \$125.

The members of this association feel encouraged over the work of the year. Greater interest and enthusiasm have been displayed than ever before. There was more co-operation among the members, and also with other associations and groups of people.

MISS ERNA E. PROCTOR,

President,

Athens.

## ILLINOIS

AT the 1924 meeting of the Illinois association, held at the University of Illinois, these objectives were selected for the year's work:

1. Increase in membership. 2. Increase in JOURNAL subscriptions. 3. Development of contacts with state organizations having interests in common with Illinois Home Economics Association. 4. Publication of a news letter. 5. Development of the affiliation of student-home-economics-clubs. 6. Endorsement of national and state legislation pertaining to children, homes, education. 7. Support of the special problems of the State Association as a whole and of the four sections.

The association has accomplished these objectives to a certain degree. The membership for this year is 585, an increase of 106 over last year.

Illinois feels that they may "spell cooperation with a capital C" because of the pleasant relationships between them and the other organizations in the State having similar interests. In cooperation with the State Board of Vocational Education, two news letters were published during the year. Illinois practically quadrupled the number of affiliated-student-home-economics clubs.

The association has four live, energetic sections, namely, school, college, institution, and home-makers. In addition they have several special committees which work along various lines. A special directory committee published a directory of all the members of the Illinois Home Economics Association. This directory, together with a copy of the state constitution and by-laws, were sent to all members of the association.

The association will celebrate its fifth birthday at its next annual meeting, at the University of Chicago, in October. Illinois has the honor of furnishing the American Home Economics Association with its national president, and also of having taken the first supporting membership to the American Home Economics Association.

Illinois is intensely interested in home economics, in the work of the national association, and has bright prospects for a good year's work in the state association.

MISS ADAH H. HESS,

Secretary,  
Chicago.

## MAINE

TWO professional meetings were held by the Maine association last year. The first, October 31, 1924, at Bangor, was jointly with State Teachers' convention. Miss Lita Bane, executive secretary of the American Home Economics Association, spoke in a most interesting way of the purposes of the Association and her observations during the year. A brief business meeting was held and officers were elected for the year.

The second meeting was held, May 23, 1925, State House, Augusta.

## PROGRAM

Extension work in Maine—Miss Della Conner, home demonstration agent, Cumberland county.

High spots from eastern arts exhibit—Miss Mary Byrne, Westbrook, Maine.

Lunch and social hour at August House (36 present).

Health education and nutrition—Miss Amy Dillon, director of fresh air and nutrition classes, Portland, Maine.

Opportunities open to the home economics trained woman—Miss Esther McGinnis, head of Home Economics department, University of Maine.

Miss Helen Lockwood, dean of Farmington Normal, was appointed representative of the Maine association at the A. H. E. A. meetings in San Francisco. Reports of the activities of two student clubs were given.

A program of work was adopted, centering about child welfare. A request was sent to the chairman of the Home Economics section of the Maine Teachers' Convention that part of the fall progress be devoted to a child welfare discussion. Membership to date, 42.

MISS FLORENCE L. JENKINS,  
President,  
Portland.

## MASSACHUSETTS

THE Massachusetts association has held two meetings during its second year, and cooperated in three meetings of other organizations, one being the State Federation of Women's Clubs. The meeting at Smith College, gave a unique chance to interpret home economics at a liberal arts college. There is a growing interest at Smith in the introduction of home economics into the curriculum. President Neilson feels that their training should prepare girls for the practice of home economics for life rather than for a living. The afternoon session, on request of Dean Bernard, was given



over to a forum on the meaning of home economics and the adaptation needed in such a college as Smith. The first meeting this fall is to be at Mount Holyoke College.

A study begun by the Education committee last year to determine the status of home economics in the schools of the state shows the following findings:

1. Attitude of principals and superintendents for the most part is favorable, and even enthusiastic.
2. College entrance requirements prevent many girls from electing home economics.
3. Interest in a broader program and desire for a broader outline of home economics is marked.

We are hopeful for some very definite advance this coming year as the result of the appointment of a joint committee by Dr. Payson Smith, Massachusetts Commissioner of Education. This Committee, which is to study and define the objectives of home economics in its broadest sense, is composed of one superintendent, two principals, one representative each from Simmons College, Framingham Normal School and Amherst Agricultural College, one city supervisor of Home Economics, and one home-maker. This committee is to report at the state meeting of superintendents and principals called by the Commissioner for 1926.

MISS HELEN KNOWLTON,  
State Councillor,  
Amherst.

#### MINNESOTA

A MEMBERSHIP of 245, including three affiliated groups, has meant an active representative association during the past year. Five meetings combining social and professional interests have been held in the Twin Cities. One of these was a luncheon meeting held jointly with the annual meeting of the Minnesota Education Association. The general plan for meetings has been to have the section meetings at 5:00 o'clock (the two active sections have been (1) clothing and textiles and (2) food and nutrition) followed by a dinner meeting for all with a special speaker presenting a subject of common interest.

The financial status of the Association has been sound. Regular membership dues of two dollars each, plus a prize of \$15, plus \$43 earned by services contributed by the committee toward the preparation of a special picnic dinner have constituted the income. Expenses met have included fees for special

speakers, railroad fare of councillor to national meeting, and cost of publishing the News Letter.

A conspicuous activity has been the printing of three issues of the News Letter, the number of pages of each issue varying from four to eight. The first issue of 600 copies was sent to all home economics people in the state; the others numbering 300 copies each were sent to members only. Paid advertisements, carried this year for the first time, helped to reduce costs of publication. Since practically half of the membership with reference to the Twin Cities was made up of out-of-the-state people, the News Letter has been a significant factor in promoting the unity and interests of the State Association.

MISS LUCY A. STUDLEY,  
State Councillor,  
St. Paul.

#### NEBRASKA

NEBRASKA reports a membership of 177, including two affiliated college clubs, and one high school club. This does not mean that we have not had other high school home economics clubs. We have had several very active clubs as was shown in the discussion given at the state meeting in March. We are happy to report that the University Home Economics Club is sending a delegate to the American Home Economics Association meeting in San Francisco. Our goal for membership in 1925-1926 is 200. Our legislative committee has laid its emphasis on trying to improve the qualifications of home economics teachers in Nebraska, and has set up very definite standards for preparation which should be met by September, 1926.

The Publicity committee published a "Who's Who in Home Economics in Nebraska," which helps very much in getting the teachers acquainted with each other. Five letters were sent out during the year which gave suggestions (1) for the forming of high school home economics clubs, (2) Christmas suggestions, (3) Hot school lunch, and nutrition material to emphasize health in teaching home economics classes, (4) Material on State Home Economics meeting in March, and (5) a brief resume of the discussions of the state meeting.

The Committee on Home-makers has not been idle. They met with a group of home-makers, and recommended that the home economics teachers in the state talk with home-makers in their communities, and build up

interest in the association as well as report the names of interested and trained home economics women to this committee.

Our Program-of-Work committee recommended that we continue working along the lines we started last year until we achieve our goals, and in addition that we celebrate "Ellen H. Richards Day" in every high school. Plans for this are ready now, and will be sent in our first letter in the fall. A committee has also been appointed to effect more definite cooperation between our association, and other agencies such as Women's Clubs which are working along similar lines.

MISS MARGARET FEDDE,

State Councillor,  
Lincoln.

#### NORTH CAROLINA

THE North Carolina association has 120 active members. Its annual meeting was held March 6th and 7th, 1925 at the Robert E. Lee Hotel, Winston-Salem. The out-of-state speaker, Dr. Walter Eddy, professor of physiological chemistry, Columbia University, gave two splendid addresses on "Every-Day Food Selection" and "New Developments in the Nutrition Field." Miss Blanche E. Shaffer, dean of home economics, North Carolina College for Women, Greensboro, gave an interesting talk on child feeding and training. Miss Helen Esterbrook, clothing specialist in the State Extension Division, gave an illustrated talk on "How to Dress Your Part." Mr. Haynes, vice-president of the Wachovia Bank, gave a talk on "Household Finances."

The new undertakings for the coming year are: 1st. Publication of a State association news letter. 2nd. The appointment of a committee to work on tests and measurements for the home economics teacher. Two general meetings were held at which time the above program was given and the usual business transacted. The teachers, extension and institutional sections had very interesting programs at their sectional meetings.

The new officers for 1925-26 are: President, Miss Hope Coolidge, N. C. C. W., Greensboro; vice-president, Miss Rebecca Cushing, State Department of Education, Raleigh; secretary and treasurer, Miss Martha Creighton, district home demonstration agent, Raleigh; state councillor, Miss Hope Coolidge; chairman of the teachers' section, Miss Florence Thomas, home economics supervisor, Charlotte; chairman of the extension section, Miss Bertha Profit, county home demonstration agent, Charlotte; chairman of the institutional sec-

tion, Mrs. Estelle Boyd, N. C. C. W., Greensboro; chairman of the legislative committee, Miss Blanche E. Shaffer; chairman of the program committee, Miss Bessie Leftwich, Salem College, Winston-Salem.

MISS HOPE COOLIDGE,  
President, Greensboro.

#### NORTH DAKOTA

NORTH DAKOTA is pleased with our growth during the past year. Our success cannot be measured so much by the number of members as by the growing spirit of professionalism, which after all is the "hub" of our organization.

The fourth annual meeting of the State association was held in October in Grand Forks, at the time of the State Education Association. The association has as speaker Miss Wylle McNeal, chief of home economics, University of Minnesota. Because of the organization of the North Dakota Education Association into four divisions, each of which holds one meeting per year, it has seemed best to have four permanent divisional chairmen, who arrange round-table discussions for these meetings. This reaches many teachers who find it impossible to attend the state teachers' meeting. At these sectional meetings, good all-round programs are given.

One news letter was sent out to all home economics teachers and workers in the state. Items of interest in regard to the Association were included in the monthly news letter issued by the vocational department of the Home Economics Education. A drive for membership in the textile section was made by Miss Ida Ingalls, chairman.

The association has been represented in the State Parent-Teacher Association by having the president act as state chairman of the home economics committee. Our state councillor, Miss Myrtle Gleason Cole, has helped to direct the Better Homes Week programs throughout the state. She is also state chairman of the section called "The Home" in the federated clubs.

The stimulation of the organization of home economics clubs in high schools and colleges has been part of the state program of work. The chairman of our Home-makers' section is compiling a list of home economics graduates living in the state as a working nucleus for this section. Our membership for the year is 39 with two student clubs affiliated with the state organization.

MISS CHRISTINE FINLAYSON,  
President, Fargo.

## OHIO

FOUR meetings have been held by the Ohio Association with programs planned to cover various phases of home economics, and so distributed as to make attendance convenient for members located in different sections of the state. At these meetings representatives were present by invitation from state organizations such as the Ohio Dietetics Association, Parent-Teacher Association, Federation of Women's Clubs, and Grange.

At the annual meeting the Ohio Dietetics Association were invited as a body and participated in the program. After the business sessions local organizations entertained with teas and luncheons, giving opportunity for meeting old friends and making new ones. The plan of distributing news to all members through a news letter was inaugurated during the year.

One meeting was held in connection with the National Child Health Demonstration, now in its fifth year in Richland county. Demonstrations were given by groups of school children and by mothers who have been reached through this county demonstration. This program gave helpful suggestions to teachers, extension workers, and home-makers. Similar demonstrations and exhibits were a feature of each of the state meetings. The program committee plans to enlarge upon the demonstration and exhibit feature of programs next year.

The affiliation of local home economics associations, especially the well-organized Cleveland group, has added strength to the state association.

During 1923-24 the membership was 191; the membership for 1924-1925 totals 290. The membership for 1925-26 is not complete but we have received already 7 sustaining and 3 contributing memberships.

One valuable piece of work has been the revision of the state constitution to conform more closely with the national. This will be available for distribution to members in September. A committee is now compiling a list of women trained in home economics, who are willing and able to speak before other organizations when wanted. This work is the direct outgrowth of requests that have been made for such service. Through it we hope to utilize our best women in strengthening relationships with other organizations.

MISS ADELAIDE VAN DUZER,  
State Councillor, Cleveland.

## OREGON

THE activities and membership of the Oregon association have been extended during the year to include home-makers. At the December meeting six home-makers presented home problems as they met them in varying types of homes. Miss Florence Blazier and Miss Mary Lyle discussed teaching family relationships in the schools. Miss Jeannette Cramer presented the problems of home-makers as she met them as home economics editor of the Oregonian.

The annual meeting, held at Corvallis, June 6th, featured reports of the year's work, with special regard to health education. Mrs. Jessamine Chapman Williams reported on development of health education at the Oregon State College, on the nature and work of the state nutrition council, and the child health demonstration at Salem conducted by the American Child Health Association, with which the Oregon Home Economics Association has been cooperating.

Mrs. Williams also reported a campus nutrition council which has been organized to establish nutrition standards, assemble data and correlate the work of agriculture and nutrition. Dean Ava B. Milan reported on the Purnell Bill and the home economics development which will result.

Election of new officers was held. The executive board now consists of the following officers: Mrs. J. S. Wieman, president; Miss Edna Waples, vice-president; Miss Margaret Morehouse, secretary; Mrs. Bruce C. Bean, treasurer.

MISS A. GRACE JOHNSON,  
State Councillor,  
Corvallis.

## PENNSYLVANIA

THE efforts of the Association during the past year have been limited to increasing the membership and building up an organization that would best serve its members. Chiefly through the efforts of the membership committee, under the chairmanship of Miss Genevieve Fisher, the number of members has been increased from 114 to about 260. In addition there are two affiliated student clubs, at Temple University and Drexel Institute.

The association was organized in 1923 and held its first annual meeting at Erie in 1924, in connection with the meeting of the Pennsylvania State Educational Association. A constitution was adopted, membership and publicity committees were appointed, and the ex-

ecutive committee was authorized to act as a legislative committee. Attendance at this meeting was so small on account of the time of year and location that the members present discussed the advisability of dividing the state into districts in order to make the meetings more accessible to the members.

Response to a questionnaire sent out later showed the majority of members in favor of dividing the state into three regions and holding one meeting in each region every year. Therefore the executive committee is planning for three meetings; the first at the Pennsylvania State College in August, immediately following the conference of teachers of vocational home economics called by the State Bureau of Vocational Education; the second at Pittsburgh in October, at the time of the West Pennsylvania Educational Association; the third at the University of Pennsylvania in the spring at the time of Schoolmen's Week.

It is hoped that at these meetings the members will not only receive inspiration but will also plan programs of work which will make the Association of great benefit to them.

MISS LOUISE G. TURNER,

President,  
State College.

#### RHODE ISLAND

FOUR meetings of the Rhode Island Association have been held during the year. The annual meeting was held in October, 1924, at which time Miss Lita Bane was the speaker. At the second meeting, held in January, Miss Julia Connor of "Better Homes in America" spoke to the Association. The spring meeting was a luncheon. At this time, we were very fortunate in having Miss Cora N. Winshell of Teachers' College with us. The final meeting of the year was a picnic gathering at the Rhode Island State College. Miss Alice L. Currier, one of our own members, conducted a program on "Vocation Subjects." The association now has 61 paid-up members.

MISS ALICE L. EDWARDS,

President,  
Kingston.

#### SOUTH CAROLINA

THE Home Economics Association of South Carolina has had a very successful year. At the annual meeting held in connection with the South Carolina Teachers' Association, 40 were present the first day and 50 the second day. A loan fund to help junior or senior pupils at Winthrop College was started a year ago; five girls have already availed themselves of

it. This fund was voted to be continued and an additional hundred dollars was added to it.

The Ellen H. Richards Clubs of Winthrop College has been affiliated with the South Carolina Association for a year and a half. They have given food sales to help with the scholarship loan fund. Thus far they have contributed over \$50. They have met once a month all winter, having "The Home As a Social Center" as their main topic.

We are making a drive for a 100 per cent membership of all teachers in South Carolina, and hope soon to have a home-making section.

MISS ALICE B. FOOTE,

President, Rock Hill.

#### VIRGINIA

THE Virginia Association has had an increase in membership of 75 per cent during the past year. We now have a total membership of 83 paid up for the year 1924-25. The membership is composed of teachers of home economics, home demonstration workers, hospital dietitians, institutional dietitians and home workers.

The association held its regular annual meeting in November in Richmond. At this time a very fine program was given. Miss Emma Gunther, of Columbia University, and Miss Mary Barbour of the Kellogg Company, were the chief speakers from out of the state. At this meeting the officers for the coming two years were elected: Miss McLedge Moffett, dean of women, State Teachers' College, East Radford, president; Miss Lula V. Walker State Teachers' College, Farmville, councillor; Miss Belle Burke, district agent, University of Virginia, vice-president; Miss Frances Tabb, Portsmouth, secretary and treasurer.

The outstanding achievement so far for the year has been the affiliation of practically all the student clubs of the state. Practically all the state-aided high schools in Virginia have home economics clubs, named and sponsored by some person who is now living and who has attained some achievement in home economics. Each state teachers' college and the College of William and Mary have home economics club. Thirty-three of these clubs have affiliated with the state association and through them with the national association.

Home Economics was made a topic on practically all the district educational conferences throughout the state. The retiring president of the State Teachers' Association is a home economics teacher in one of the agricultural high schools.



The various members of the executive committee have been assigned topics for news letters. These will be sent out in mimeographed form beginning with the opening of school in September. Each chairman having a news letter will discuss some topic of vital interest in some particular field of home economics. Beginning in September the state association plans to put on a state-wide survey of the economic aspect of home management through the high schools of the state. This will be summarized as the central theme of the 1925 annual meeting to be held in Richmond. The greatest need now present in Virginia organization is the realization on the part of the members of the association of the value of a professional organization and bringing to those who are not definitely interested in their profession greater understanding of the work of the national and state organizations.

MISS McLEDGE MOFFETT,  
President,  
East Radford.

#### WASHINGTON

THE Washington Association has been divided into eastern and western branches. A state council composed of elected members from both branches will act as co-ordinator. The state news letter has been much appreciated.

An effort has been made to establish a state-wide program of co-ordination in health education. Several of the institutions of higher education are offering courses in health education. The nurse, physical educator and home economist take equal responsibility for the instruction in such a course, and the psychologist, sociologist and biologist are also occasionally called upon. The objective is a unified program. Although many secondary schools have adopted similar policies in health instruction and activities, there still remain a few where a single enthusiast attempts to occupy the entire field.

This state association of home economics stands ready to claim for each of its members her rightful place and is quite as eager to yield to all agencies any part of the program for which they are better equipped. The Shepard-Towner director for Washington is a pediatrician who has been volunteer physician for three years for the Co-operative Child Nutrition Service maintained at the University of Wash-

ington. He has already asked for a list of home economics teachers capable of assisting him in the field. The association looks forward with confidence to his co-operation in the establishment of a permanent and effective health education service.

MISS EFFIE I. RAITT,  
State Councillor,  
Seattle.

#### WISCONSIN

THE Wisconsin Association held its annual meeting in Milwaukee, in November, during the meeting of the State Teachers' Association. In addition to the general program, there were sectional meetings, which were particularly helpful.

There were two meetings of the council, during which the program of work for the year was planned. The outstanding work of the past year has been the completion of the first draft of a course of study in home economics for grades seven to ten inclusive. One hundred mimeographed copies of the course of study were distributed in April to a selected group of teachers. After a semester's trial, these teachers will send criticisms and suggestions to the committee on course of study, after which the course will be revised, printed and distributed to all teachers of home economics in the state.

The local home economics clubs of Wisconsin, which are affiliated with the state association, and have been an effective means of stimulating interesting discussion, and of aiding in the solution of local problems. Mrs. Mary Swartz Rose will speak to two of these local clubs in October. Membership in the state association is largely fostered by these local clubs. On June 15, there were 297 members—262 with dues paid for 1924-25, and 35 new members with dues credited for 1925-26.

It has not yet been feasible for this association to publish a news letter, but we are hoping to use to better advantage than we have previously done, the newspapers and educational magazines of the state, both for educational and publicity purposes.

Our new work for the coming year is to be the study of school architecture and equipment, with special reference to home economics practice and needs.

MISS SUSAN F. WEST,  
Alternate State Councillor,  
Milwaukee.

## THE CALIFORNIA LIBRARY ASSOCIATION Twentieth Annual Convention MISS GRETCHEN FLOWER, Librarian, Tulare County Free Library, Visalia

**S**URELY the destiny that guides librarians was concentrating on their welfare when it was decided to hold the 20th annual convention of the California Library Association in Eureka, by the sea. The problem of deciding on a place of meeting arises annually, complicated by the great size of the state and the hotel requirements of so large a group. Year after year the interest swings from the north to the south and back to the center in an attempt to meet the interests of all sections and to supply, beside the inspiration of the program, a richer acquaintance with this marvelous land which is California. But perhaps in no other year has the hospitality of a community and the beauty of the natural surroundings contributed more to the various benefits derived from the annual convention.

The Association was as fortunate in time as in place. This meeting of June 29th to July 1st preceded by but a few days the annual meeting of the American Library Association held in Seattle. A number of notable librarians of other states were able to come also to Eureka and join in the consideration there of library matters.

### Opening Session

According to an established custom, the California County Librarians Convention was held at the same time as that of the State Association. Mr. Milton J. Ferguson, State Librarian, opened the first session, June 27th, with a review of library development within the state during the past year, and then announced one of the delightful surprises of the week, the presence of Miss Isabella Cooper of New York, at present engaged as editor of the new edition of the American Library Association's catalog of books. Miss Cooper's account of the work of compiling the new catalog, which is to be published in 1926, was most eagerly received.

Four of the county librarians, appointed during the year, told with enthusiasm of their reactions to a new responsibility and the roll-call of all county librarians, which was continued through the Sunday evening session, provided a bird's-eye view of the more significant features of the year's work in the state. Miss Lolita Dawson, of the Detroit Library Commission, explained conditions under which the Wayne county, Michigan, library service has developed. Though books are books, and people are people, the problems involved in bringing them together have many aspects.

Sunday morning there was a tour of the branches of the Humboldt County Free Library, made possible by friends of the staff. Subsequent meetings were held in conjunction with the California Library Association.

### Leadership and Extension

A new note was introduced into this year's consideration of library aims and problems by the California Library Association. Many of the addresses and much of the round-table discussion focused on a recognition of the part the librarian must play, if the public library is to become the center of the intellectual life of the community. The idea of library extension is not new. Much thought has been spent in the past years on the most effective methods of taking books to people, of advertising the library's wares. There has been a more or less general awakening to the need of leadership in encouraging a more purposeful reading, a use of the best books in a sustained effort toward self development. Although it is generally admitted that the library's function of supplying purely recreational reading for its patrons is justified, there are few whose association with library service is close, who do not earnestly deplore the comparative aimlessness of the reading of the average man and seriously question the value of many of the books demanded. Of course, libraries will continue for many years to meet, within certain limits, the demands of the untrained reader, but that a consistent effort is to be made to further dignify the position of the public library as an agent in raising the level of adult intelligence in the nation, the need of which was so disturbingly revealed by statistics of the late war, was shown throughout the program.

On the morning of the first general session, following Mayor Oscar W. Lord's welcome to the librarians, the president of the association, H. O. Parkinson, of Stockton, in his address, *Educating the Adult Librarian*, dwelt at some length upon the qualification of the librarian who would successfully serve his community.

### Adult Education

**R**EPORTS of officers and committees were followed by Mrs. Theodora Brewitt's account of adult education methods in Long Beach Public Library. During the past year a challenge to greater endeavor has been given

to the library profession by Dr. William S. Learned of the Carnegie Corporation in his book, *The American Public Library and the Diffusion of Knowledge*. Full credit was given by several speakers to the inspirational value of Dr. Learned's study and the benefit to be derived from a thorough consideration of his observations. Through groups having a common interest, Americanization classes, night schools and other educational agencies, by means of the reference department, the readers' aid bureau, selective lists of books and carefully constructed courses of study, much is being done at the present time to reach out into the community and make the library a vital part of its strength and growth.

Because of the importance of the library in supplementing the work of the schools and of the school in providing a nation of trained readers, who, through the public library shall indefinitely continue their education, the address of Dr. Tully Knoles was particularly appropriate. He maintained that the United States has an excellent system of schools but no system of education. Dr. Knoles made an interesting analysis of present tendencies and accounted in part for the state of educational affairs by tracing through several generations of America's shifting European affiliations, the influence of English and German universities. The present dominance of our universities over our preparatory schools and the subservience of the curriculum of the lower to the higher institutions, according to Dr. Knoles, inevitably interferes with the establishment of an effective system of education.

#### Books in Prison

Rich in the understanding of the value of books in the lives of men was the second general session which was held in the assembly room of the Humboldt State Teachers' College. Miss Cornelia Provines told of the work that is being done by the Sacramento County Free Library at Folsom State Prison to offset the hopelessness with which so many of those behind prison bars face the future. "I am convinced," said Miss Provines, in effect, "that the chief hope of saving these men, who suddenly find themselves entirely shut off from the world they have known, who are plunged into the depths of bitterest despair, lies in setting their minds to working constructively." To focus the interest of minds so distracted, is often the first problem, but the success with which Miss Provines in her wisdom has repeatedly turned this complete despair into some

interest in life, speaks convincingly of the need to provide on a larger scale for similar work in all penal institutions.

Mr. Willis H. Kerr, librarian of the Kansas State Teachers' College Library, Emporia, Kansas, talked of books and reading, of the necessary readiness with which the librarian must meet claims upon her knowledge of books, discussed means of recognizing, fostering and cultivating the "impulse to read" so that there may result a larger demand for 'worthwhile books. The Friends of Reading groups, which under Mr. Kerr's guidance have been gathering in many cities and towns of Kansas, represent one phase of library extension which is to make an important place in the enlarged library program.

The good fortune which brought eastern librarians to this meeting in California was taken advantage of when Miss Mary E. Ahern, editor of *Public Libraries*, was asked to take part in the program of the Wednesday evening session. Miss Ahern's paper contained much of that wisdom and keenness of observation which has been gained in her varied experience and broad association with people.

#### Book Shops

THAT a librarian may be as courageous as versatile, has been demonstrated in Bakersfield, where The Bookshop, Julia G. Babcock and Co., is breasting its second year of a bookshop's vicissitudes. The futility of preaching better books for the child's own library, when few of the desirable books were available for purchase, induced Mrs. Babcock, the librarian of the Kern County Free Library, to make her first venture in book selling. In her address, "Greedy for Punishment," Mrs. Babcock told how the Christmas Book Shop opened in a room in the Tegler Hotel, sold the best books so successfully to a responsive public, that The Bookshop, full fledged, resulted. Down in the heart of many librarians is a smothered desire to own a bookshop, and it will be surprising if Mrs. Babcock's expressed need of another librarian "to help make it go" does not bring forth many applications.

A fitting close to a successful meeting were the remarks of the State Librarian, Mr. Ferguson, suggesting wealth greater than gold, or scenery, to be won in Discovering California. In the final short business meeting that ended the last session, it was announced, to the general satisfaction of the members, that Mrs. Theodora Brewitt, of Long Beach, had been nominated for president of the Association for the coming year.

## THE INTERNATIONAL KINDERGARTEN UNION CONVENTION

VAUGHAN MacCAUGHEY

**L**OS ANGELES made a superb showing as hostess for the I. K. U. convention, July 8 to 13. Eighteen hundred delegates, representing 17 countries, assembled. The weather was perfect and typical of California's best. The program was generous, well-diversified, and effectively handled. Miss Madilene Veverka, Miss Barbara Greenwood, Mrs. Eugenia West Jones, and a host of splendidly co-ordinated associates merit high praise for the consistent success of all local arrangements and plans.

The meeting places of this, the thirty-second annual convention of the I. K. U. were,—Blitmore Hotel, Trinity Auditorium, Friday Morning Club, University of California, Southern Branch and Bovard Auditorium of the University of Southern California. The program began officially on July 8th, but on the preceding evening a delightful "California dinner" was held, at which the 350 hostesses from all parts of the state assembled, perfected their plans, and developed a fine morale for the convention.

### Wednesday

On Wednesday morning were meetings of the executive board and committees, followed by visits to the kindergarten and primary grades of the University of California. Southern Branch; to the Mary Pickford Studios, as guests of Mary Pickford (herself); and to typical kindergarten rooms in the Los Angeles city schools.

Conferences of special groups occupied Wednesday afternoon—training teachers, led by Miss Mary C. Shute of Boston; classroom teachers, led by Miss Louise Adler, of Milwaukee; supervisors, led by Miss Marion Hanel, of Charleston. The conference topics, capably presented and discussed were,—problems of observation and practice teaching; play activities; and progress records.

At four o'clock, through the courtesy of the Beverly Hills Chamber of Commerce, the delegates were given an interesting trip through the Beverly Hills.

The evening program included distinctive addresses of welcome by Miss Veverka, Mrs. Susan M. Dorsey, Dr. E. C. Moore, Dr. Rufus B. Von Kleinschmidt, response by Miss Ella Ruth Boyce, president of the I. K. U., and lecture by Dr. Arnold Gesell, of Yale University, on the pre-school child.

### Thursday

**T**HE morning program was devoted to modern scientific research as applied to kindergarten education. Miss Mary D. Davis, of Darien, Connecticut, presided. Addresses were made by Miss Josephine MacLatchy, of Ohio State University; Miss Lela Mae Crabbs, of Columbia University, and Miss Ethel I. Salisbury, of Los Angeles; followed by brief reports, from the floor, research work in progress in the field.

A memorial exercise of unique charm and distinction, was held Thursday afternoon in honor of Madame Severance and Kate Douglas Wiggin, pioneers in the kindergarten movement in California. Mrs. O. P. Clarke, president of the Friday Morning Club, presided; Mrs. Frank A. Gibson ("mother" of the California Home Teacher Law and for many years member of the State Commission on Immigration and Housing) gave an inspiring tribute. Following the formal session, tea was served in the banquet hall of the club.

Dr. Sheperd I. Franz, of the University of California, and Miss Catherine Watkins, head of the kindergarten-primary department, Washington, D. C. city schools, were the speakers at the Thursday evening session at Trinity Auditorium. They were preceded by Miss Frieda-Peycke (the well-known Los Angeles composer-interpreter), who gave several musically illustrated readings, entitled "Whimsies of Child Life."

### Delegate's Day

Friday was gorgeously climactic as Delegate's Day. At 8:30 a. m. all delegates assembled in the forecourt of the University of California Southern Branch campus, and at nine o'clock began the beautiful and inspiring procession, led by Misses Allene Seaton and Barbara Greenwood to Millspaugh Hall. The costumes and color effects of gay and summery attire were symbolical of the happy and free expression of childhood. Here was held the business session, with zestful roll calls of state societies and foreign delegations: Egypt, Persia, Hawaii, Armenia, Cuba, Alaska, and other remote countries were represented,—seventeen in all, two Czechoslovakian delegates, Mesdames Plaminkova and Honokava (talented and distinguished women), were notable speakers at numerous sessions.

At noon a courtesy luncheon was served in



Millsbaugh Court, by the California Kindergarten Primary Association, assisted by the local committee. Delightful musical selections by state and foreign groups, interspersed the luncheon.

Following luncheon the great throng embarked on a sightseeing trip to Pasadena, via Foothill Boulevard and the citrus groves, and followed by an informal reception and tea given by the Pasadena Kindergartners, at the Washington Kindergarten. Visits were also made to the beautiful Busch gardens, Huntington Library, and the old San Gabriel Mission. The calvacade returned to Los Angeles at the close of a full and happy day.

Honorable Will C. Wood, state superintendent, addressed the evening session upon "California's Program for Kindergarten Education," and Miss Fannibelle Curtis, of New York City, spoke on the "Kindergarten Unit in France," illustrating her talk with excellent motion pictures. These showed the senseless horror and waste of war, its blighting effect on childhood, and its ghastly aftermath.

#### Saturday

**S**ATURDAY was replete with activity, beginning with a breakfast at the Biltmore Hotel, given by the local chairman and her committee to the general board of the I. K. U. and guests of the convention. Election of officers, reports of committees, and other business occupied the morning session. The afternoon meeting, at Bovard Auditorium, was jointly for parents and teachers, and featured the health aspects of education. Three noted Los Angeles physicians, Drs. Carter, Lowman and Wright, delivered addresses upon nutrition, postural defects, and influence of glands on growth. The day concluded with a most delightful symposium supper, at the Biltmore Hotel, with Miss Ella Boyce as toastmistress, and special Spanish music and entertainment by a troupe under direction Senor Jose Arias. Dr. David Starr Jordan made a humorous address, sparkling with epigrams, upon the kindergarten in America.

#### Sunday and Monday

Although the program closed officially on Saturday the eleventh, many of the officers and delegates remained over the week-end, and enjoyed the illimitable feast of happy occasions provided by the local committee. Sunday morning ushered in a complimentary breakfast, given by Delta Phi Upsilon, honorary professional kindergarten-primary fraternity, to the officers of the I. K. U., officers of the California

Kindergarten-Primary Association, and the heads of departments of kindergarten-primary education.

Sunday afternoon witnessed a delightful tea and reception at the home of Mrs. R. C. Gillis, by the women of the First Unitarian Church of Los Angeles, in honor of the memory of its founder Madam Severance, whose connection with the early kindergarten history of Los Angeles was vital.

On Monday, many of the delegates went on an excursion to San Pedro and enjoyed a delightful boat ride about the harbor. Luncheon was given by local teachers, P.-T. A. and Chamber of Commerce.

#### Musical Features

Excellent musical numbers were featured in the sessions of the convention, and included the Labovisky Trio (violin, 'cello, piano); Miss Catherine Jackson, harp selection; Rossi Gish Orchestra; Miss Minnie Jenkins, organist; Kindergarten Band of South Pasadena.

#### Officers of I. K. U.

**O**FFICERS of the International Kindergarten Union were: Miss Ella Ruth Boyce, Pittsburgh, president; Miss Barbara Greenwood, Los Angeles, first vice-president; Miss Allene Seaton, Louisville, second vice-president; Miss Louise Alder, Milwaukee, recording-secretary; Miss May Murray, Washington, D. C., corresponding secretary and treasurer; Miss Mary Dabney Davis, Darien, Conn., auditor.

The leaders of the local committee were: Miss M. Madilene Veverka, general chairman; Miss Barbara Greenwood, general advisor; Mrs. Genevieve H. Anderson, accommodations; Miss Elga Shearer, badges; Miss Florence Kuss, credentials; Mrs. Bess P. Burgoyne, decorations; Miss Ethel Britto and Miss Mary Workman, excursions and play; Miss Ethel Salisbury, exhibits; Mrs. Eugenia West Jones and Miss Emily Pryor, finance; Miss Bessie Stoddart, foreign groups; Mrs. Bess E. Steigleder, headquarters; Miss Maud Whitlock, historical exhibit; Miss Grace Dupuy and Miss Grace Fulmer, hospitality; Mrs. Florence Armstrong and Miss Wenona Huntley, music; Miss Marian J. Dalmazzo, places of meeting; Miss Katherine L. McLaughlin, Mrs. Jane McKee and Miss Henrietta Visscher, press and publicity; Miss Ada Mae Brooks, transportation.

#### Research

An outstanding paper of the research section of the Union was by Miss Ethel Imogene

Salisbury, director of the Los Angeles Course of Study. The following is a summary of her proposed program of research for Kindergarten and primary education:

**T**HE improvement of the education of little children points to many needed changes in schools over the country. These changes must be effected slowly and only after careful study, experiment and investigation have given scientific proof of their value.

I. What are the unsolved problems of nursery, kindergarten and primary education? Casual inquiry alone gives us these.

- (a) What is the difference in response to environment on the part of children from two to four and those from four to six?
- (b) How does nursery school training reveal itself in the habits and attitudes of children after they reach the kindergarten?
- (c) What differences in kindergarten education should be made for children who have had nursery school training and those who have not?
- (d) What experiences are necessary before children can begin the reading process to advantage? What are the reading units which can properly follow these experiences? What ages chronologically and mentally should a child attain before beginning the reading process? What physical and social characteristics should a child attain before beginning the reading process?
- (e) What is the technique for teaching the foreign speaking child in the kindergarten?
- (f) At present a grade has no particular meaning. A large number of children fall through no fault of their own. Failure is a stultifying influence. What scheme of classification and nomenclature would obviate such conditions?

#### Actual Conditions

II. What are the actual conditions over the country out of which these problems arise?

- (g) How many children are forced by law to begin the reading process before they are mentally, physically and socially ready?
- (h) What is the number of children who are chronologically six but mentally below when they enter first grade?
- (i) What is the number of children who are both chronologically and mentally below six when they enter first grade? Surveys and experiments carefully checked

are needed to throw light on these questions.

III. Kindergarten-primary education has three large responsibilities.

First—the art of teaching—this depends upon the individual teacher, her intelligence, understanding, training, experience, instinct. Kindergarten-primary teachers severally and collectively have made tremendous contributions in this field.

Second—Kindergarten-primary education has a responsibility for scientific research as a means of diagnosing conditions, making safe constructive changes and convincing the public of support needed. Here again individuals and committees have made significant contributions but leaders and organizations in the field of Kindergarten-primary education are known better for their art of teaching than for scientific findings.

Third—Kindergarten-primary educators have a responsibility for giving such publicity of an authoritative nature to the findings of modern psychology, psychiatry and health study and to discovered arts of instruction that all teachers may keep pace in their practice with these reliable findings.

#### Improvement of Research

IV. The question arises: Can the number of quality of the researches in nursery, kindergarten and primary be improved? If so, how?

Teachers and supervisors in service are too much occupied with the immediate work of instruction to devote any large proportion of time to research studies. Many of them are not sufficiently conversant with the methods of research to carry on independently studies which conform to scientific procedure. Individual investigations do not receive the publicity that can be given by organized groups of teachers.

If kindergarten-primary education is to continue to lead progressive educational movements on a safe scientific basis there must be provided a program of research directed by experts and controlled and supported by a national or international body of nursery, kindergarten-primary educators.

V. What are some of the major features which might be included in a comprehensive program of research for nursery-kindergarten-primary education?

## THE KINDERGARTEN IN CALIFORNIA EDUCATION

HONORABLE WILL C. WOOD,  
State Superintendent of Public Instruction

THE new century, now but fairly begun, has already become the children's century. In all the centuries that have come and gone, none can compare with the twentieth century in its interest in child welfare and education. It is true that families are smaller than they were in former times. It is also true that there are today more childless married couples than at any other period in American history. It seems that the white race in America is by no means as prolific as it formerly was. But these facts are not interpreted to mean that America is losing its interest in children. The people of the country are manifesting their interest in child life in too many ways to have that interest doubted. America seems to be staking its future on the quality and better training of its children rather than upon their number.

### Longer Social Infancy

One of the most significant results of the tremendous interest in child life and its attendant problems is the lengthening of the period of social infancy. By social infancy, I mean the period of life when the chief stress is laid upon preparation for the serious business of adult years. This period of social infancy has been lengthened at least five years on the average during the last half century. A half a century ago, most boys left school at the age of fourteen or thereabouts, and went to work or into apprenticeship where they did enough work to pay for their keep and training. Today the average age at which young people take up a life occupation seriously is about nineteen.

There are two chief reasons for this lengthening of the period of social infancy. First, there is the fact that modern industry has become largely mechanical. Where goods were made largely by hand a hundred years ago, they are now made chiefly by machinery. Under the old factory system, boys and girls could assist in the making of goods by hand, but under our modern industrial system they cannot be trusted to run expensive machinery. The possibility of ruining a machine costing thousands of dollars is so great that manufacturers will not entrust its management to irresponsible youth. Moreover, society has found that machinery is so dangerous to the lives of boys that it has forbidden by law the employment of mere boys in the use of machinery. In con-

sequence, there are comparatively fewer boys under eighteen employed in industry today than formerly.

A second reason for the lengthening of the period of social infancy has operated more subtly but quite as surely. I refer to the fact that the average span of human life is greater by almost ten years than it was a hundred years ago. Modern civilization has developed ways and means to increase the span of human life in spite of the fact that a majority of us have moved into cities, away from the farm, which was supposed to provide an exceptionally healthy atmosphere. Now that we have more years to live, we can spend more time in preparation for the work of adult years. We can invest more time in preparation because we know we shall have more years in which to make use of our preparation. The lengthening of the period of social infancy parallels very closely the lengthening of the span of human life. The lengthening of human life and the reluctance of industry to employ adolescent boys because they are not sufficiently responsible, accounts for the lengthening of the period of preparation for adult occupations and giving children a better chance than they ever had before.

### Effects on Education

THE lengthening of the period of social infancy has affected education tremendously. The average child spends more than twice the number of days in school as did the child of 1870. Among the effects of the lengthening of the period of social infancy is the extraordinary expansion of the high school, both in number of students enrolled and in variety of educational opportunities. The lengthening of the period of social infancy has also resulted in the enrichment of the course of study of the elementary school with elements which could not be crowded into the meager time given to elementary education in former days.

*With the lengthening of the period of social infancy and the better understanding of the laws of growth, school organization and methods have changed. We have more time for education so we can now organize school work in accordance with the laws of growth. We no longer face the necessity of drill at the outset of the child's school career. We have opportunity for the development work which should precede drill. We may now introduce*

*activities as educational means and thus let the child get his own experience instead of trying fruitlessly to impose experience upon him. The effect of the change of attitude toward education has been the modification of the whole school program and particularly the program of the first three or four years.*

### The Kindergarten Movement

While the period of social infancy was being lengthened, the kindergarten movement was developing in America. The kindergarten movement is based upon ideas of child training that are the antithesis of the ideas of the old drill school. The kindergarten is based upon laws of growth. It regards education as development through the utilization, refinement and sublimation of the instincts of the child. It would acquaint the child with the world and with his social heritage by giving him experience through activities natural to children. It seeks not to impose experience upon the child, but to give the child an opportunity to get his own experience. Its purpose is not to force the child into acceptance of adult standards and knowledge, but to give opportunity for him to grow naturally into acceptance of such standards and knowledge and go beyond into the realm of creative experience. It recognizes that the child has a body and a soul as well as a mind, needing development. Its ideal is to preserve and enhance the creative instinct in children. It is essentially an activity school as distinguished from the old time passivity school. It would have the child learn to do by doing instead of having him learn merely by conning and memorizing. It would expand the life of the child and open up constantly widening vistas, instead of forcing a contraction of life to forms and molds set by adults.

### California's Leadership

CALIFORNIA has shared, to a wonderful degree, in the development of the kindergarten and in the revolution in primary work growing out of the lengthening of the period of social infancy and the coming of the kindergarten. I find great satisfaction in the leadership of California in kindergarten development. If I am not mistaken, California with her 51,000 kindergarten children, leads all the states in public kindergarten enrollment. We have as many children in our kindergarten this year as we have in our eighth grade classes. In spite of this record however, we have considerably less than half the children of kindergarten age

in our schools, so there is still much room for expansion.

Expansion is taking place quite rapidly—quite as rapidly, I believe, as is good for the kindergarten movement. We want no mushroom growth of kindergartens, for mushrooms are soon ruined by the light of the sun. We want a natural, not a forced growth because, we wish to avoid that reaction which is bound to follow overaction. The kindergarten is so worthy an institution that it will win its way. It need not push and elbow its way and get a reputation for being a "climber" or unwanted guest. It can afford to be meek, for it is written that "the meek shall inherit the earth."

Strange to say, the kindergartenization of the primary grades in California, has had a tremendous effect on the growth of the kindergarten itself. Every division of the public school system is influenced by the institution above it. The kindergarten has grown in California as the spirit of the primary grades has changed.

### Kindergarten Primary Cycle

Understanding of one another naturally ripens into sympathy and sympathy leads to closer relations. This applies to institutions as well as to individuals. The transition from kindergarten to the elementary school, which was formerly accompanied by some difficulty, has become a natural transition because, of the growing bond of sympathy between the kindergarten and primary school. The question is arising whether the kindergarten and primary grades do not, according to the laws of growth, constitute a cycle which should be recognized in school organization. Already California has adopted the policy of certifying teachers for the kindergarten-primary cycle, including the kindergarten and the first three grades. Most of the teachers coming into the work secure this new type of certificate. I believe this will mean ultimately the coalescence of kindergarten and primary grades, with the spirit of the kindergarten dominant throughout. It does not mean the absorption of the kindergarten by the primary school, nor does it mean the absorption of the primary school by the kindergarten. It means simply the breaking down of the unnatural barrier between these institutions that deal with younger children. When this change comes about, the kindergarten years will naturally be recognized as integral parts of the public school system.



The growth of the kindergarten in California, was bound to come for the reasons I have set forth. However, freedom for growth must be provided, if growth is to take place. This freedom was provided by the passage of a kindergarten law sponsored by the California Congress of Mothers in 1911. Theretofore, the establishment of kindergartens was a matter to be decided solely by the school board. If the kindergarten was established, it was financed out of elementary school funds. In consequence, school boards were reluctant to establish kindergartens which would use up a part of the too-meager elementary school funds. Moreover, the elementary school people, for obvious reasons, were opposed to the use of their funds for kindergarten purposes. The law of 1911 overcame these handicaps to kindergarten growth. It took from the school board, the determination of the question whether a kindergarten should be established and put it into the hands of the parents by the simple expedient of requiring the school board to establish a kindergarten when the parents of twenty-five children of kindergarten age petition therefor. It removed the objection to the use of elementary school funds for kin-

dergartens, by providing for a separate kindergarten tax levy. Under this law, kindergartens have expanded rapidly and will continue to expand. In the passage of this law, California was a pioneer, pointing the way we hope for other states.

#### Four Functions of School

CALIFORNIA'S program of kindergarten education frankly recognizes that the nature of the child must determine the kind of school we shall provide for him. The adult mind has no business trying to prescribe for children, a regimen of growth contrary to the laws of nature. In education, as in other things, we succeed when we work with nature; we fail when we work against nature.

We regard the kindergarten as an educational institution that works with nature, an institution based upon the laws of growth and development,—an institution that aims to develop body, mind and soul,—an institution whose purpose is creative,—an institution whose center is the child and whose circumference is the child-world. Such an institution, we believe, is worthy of a high place in education and, California has given it a place that is worthy of its ideals and achievements.

## THE HOME IS AS BIG AS THE COMMUNITY

SUPERVISOR MARGARET MARY MORGAN

San Francisco

ECONOMICS is a word that holds us in awe. There is something hard, forbidding, and mysterious about it. The science of economics, one finds, investigates the conditions and laws affecting the production, distribution, and consumption of wealth. It also relates to the means and methods of living well.

What an interesting mass of data could be secured by means of a questionnaire gathering, from the rank and file, ideas of how to "live well." Do we know how to live well? None of us lack in knowing how to live extravagantly. Most of us have never had the opportunity to live other than frugally. But how many of us actually live well? "Living well" surely does not mean that we must have everything we desire, yet it does mean that we must have the necessities for our physical, mental, and spiritual development.

#### Cleanliness First

The first essential for living well is physical and moral cleanliness. Not only must our homes be clean, their surroundings also must be clean. Refuse must be properly taken

care of, streets looked after, an abundance of pure water assured, and no unsightly dumping grounds tolerated.

It has often been said that "woman's place is in the home," yet that statement is a narrow and selfish one. It is voiced by some who find it an easy way to excuse the shirking of responsibilities, and by others whose idea of woman's work is that only of the household.

#### Beware the Wolf in Lambskin

WE NEED good roads, plenty of water, ample transportation, parks, playgrounds, and adequate schools. These things we must have if we would live well. There is no need of being extravagant to procure them, but just so long as we lend a willing ear to the "Hip-Hip-Hurrah" of the political spellbinder, and permit ourselves to be swayed by those who weep for us in the guise of the "common people," just so long as we proclaim our stupidity and indifference by thrusting power upon the unqualified, we will continue to live extravagantly instead of living well.

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# CALIFORNIA CONGRESS of PARENTS *and* TEACHERS

## OFFICIAL DEPARTMENT

### NATIONAL PROGRAM OF CHILD STUDY

MRS. E. R. CRUM, Berkeley  
National Extension Chairman of  
Study Circles

OF OUR program of child study, Mrs. A. H. Reeve, our national President, says,—“The National Congress of Parents and Teachers, at its Denver meeting in 1924, entered into a plan of co-operation with the Childrens Foundation, in keeping with which the Foundation will provide materials for a course of study dealing with the nature, the well-being and the care of children. The board of managers of the national Congress has adopted the first public contribution of the Children Foundation “The Child: his nature and his needs” as the basis for the course of study.

“The Child: his nature and his needs,”—is a composite, in that a number of specialists have made a survey in this volume of what is known of child nature, child well-being and child education. Ways are pointed out in which the gap in our knowledge and our practice may be bridged. It is unique in that parents and teachers have an opportunity in one volume to acquaint themselves with the latest thought and investigation of sixteen noted authorities in child study. This plan of co-operation on the part of the National is a happy combination, for the reason that “the Childrens Foundation has for its objects the study of the child and the dissemination of knowledge promotive of the well-being of children.”

#### Training for Parenthood

The National Congress of Parents and Teachers is standing strongly for preparation for parenthood and training in it. It seemed advisable to culminate this stand in the formation of the new National chairmanship of the committee on study circles at the recent National convention in Austin, Texas. The work of this committee is to promote, encourage and extend study circles designed to train for parenthood. Under the leadership of the committee, the work is being organized on a large scale. Associated committees, State presidents, president of local associations and a vast array of others in authority form an extensive network of interests for the pro-

motion and organization of study circles. “The Child: his nature and his needs” was adopted to furnish a basis for a concrete program for the circles. The fact that many social, religious and philanthropic organizations are using this book in their study work is only an added incentive that the Parent-Teacher Associations take the lead in stimulating this work.

#### California's Plan

As to the plan of work in our own state,—California has expressed itself in the following resolution,—“That the California Congress of Parents and Teachers approve, endorse and adopt for use in our associations the plan of parental education based on the volume, “The Child: his nature and his needs,” contributed by the Childrens Foundation and adopted by the National Congress of Parents and Teachers.” The Education and Home chairmen have prepared a set of twelve programs to accompany this volume; these programs consist of question problems and topics for discussion based on the chapter chosen. At the state executive board meeting in June, 3000 of these programs were ordered printed to be out in time for the opening meetings of the local associations in September. The National will also take over at once the printing of these programs. Other states are undertaking the extension of study circles in a somewhat similar way.

#### A Vital Program

Propaganda for the need of parental education is not necessary, at least in parent-teacher groups. The feeling has been gradually growing that the parent should fit himself for his particular task, the same as the business, professional, or vocational individual prepares himself for his work. The thoughtful parent realizes that the home must serve as a basis for the fundamental elements of education. The school must build on what the home has to offer. Parent training means child training and child training in the home bespeaks the success of our schools. With such a conception of home responsibilities, the parent-teacher basis assumes a new meaning. Both the parent and the teacher are vitally

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From the broad prairies of the Dakotas to the land of the Texas ranger and from the rugged coast of Maine to "out where the West begins,"—a boundary is designated which includes a vast army of parents, teachers and other co-workers who are adopting the National plan of child study in order that they may better understand the child. This program of child-study is one of the most important enterprises undertaken by the National. Its development will be awaited with interest by those who believe that the hope of the world is in the normal, happy, healthy, well-trained child of today.

#### How to Get the Book

*"The Child: his nature and his needs"* may be had by sending \$1.00 for each volume to the Childrens Foundation Publication fund, Valparaiso, Ind. In California, send \$1.00 to either the State P.-T. A. office, School Administration Building, Sacramento, or to the Los Angeles P.-T. A. office, Chamber of Commerce Building, Los Angeles,—or call in person (no mail orders from this point) at Boy Scouts of America Service Station, 604 Mission Street, San Francisco. The programs may be had from either the State or the National office.

#### MESSAGE FROM THE P.-T. A.

THE P.-T. A., standing as a connecting link between Home and School, has felt for many years the necessity for a closer and more detailed study of the effect of home life upon the education of the child. Home life means all that goes into the making of a home—its setting; its structure and decorations; its members and their efficient co-operation as a family; its material and mechanical operation; and, most important of all, its atmosphere of love and of spiritual guidance.

Few men and women have been trained to conduct homes. Today we are coming to realize this mistake. Our associations are stressing the value of programs which shall present to our parents the opportunities for self-training. We are suggesting discussions on—(1) the value and influence of home ownership; (2) suitable decorations and comfortable arrangements as affecting the life of the child; (3) his participation in home duties as a means of self-development; (4) the effect of

suitable food and clothing upon the mental, as well as upon the physical, life of the child; and many other kindred topics.

To be able to give our parents the essentials of home-making would require many days and evenings. We are most happy in co-operating with Miss A. L. Marlatt and Miss Ellen Lombard of the Federal Bureau of Home Economics, in arranging definite and comprehensive programs. Until we have made this detailed study, we believe we cannot adequately estimate influence of home environment on the child's work at school, or in his community. So the P.-T. A. is most eager to sponsor all movements that may help to shed light on these problems of Home.

MRS. HUGH BRADFORD,  
State President.

#### FELLOW HOME ECONOMISTS, GREETINGS!

I AM sure that all of us,—the members of the California State Division of the American Association of University Women, wish that we might be with you to enjoy the splendid program arranged for you by your convention committee.

We have been asked to write a few words for the Sierra Educational News, but we shall be able to send one message to you in a much more interesting way. The national president of our Association, Dr. Aurelia Henry Reinhardt, is scheduled to speak to you on "The Place of Home Economics in the Higher Education of Women." What Dr. Reinhart is to say to you will be all we could say and much more, so if you will accept our words to you in this way we shall feel that we have been privileged to speak to you through her in a much finer way than if we had sent our words through printer's ink here. Yours for more education in all fields!

(MRS. C. M.) FLORENCE HERRICK  
VANDERBURGH,

President, California State Division,  
American Association of University Women.

#### C. T. A. PLACEMENT BUREAU

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## THREE EXAMPLES OF VISUAL EDUCATION

### WHAT IS BEING DONE IN PASADENA, BERKELEY, AND CINCINNATI

**EDITORIAL NOTE:** *This is the final section in a series of articles and reports upon visual education throughout America. The series has attracted national comment in many places and has been used as the basis for further progress. Mr. Clifton, Mr. Stewart, and Mrs. Dorris contribute the following statements.*

#### VISUAL EDUCATION IN PASADENA

**A**LL of the major kinds of visual equipment are used, including stereoscopes, motion pictures, slides and flat pictures. Projection equipment includes the Delineascope, (\$125) Powers, Holmes direct drive semi-portable (\$340). No money is available from regular school funds except for postage; schools raise the necessary money by charging admission, etc. Visual materials, films, slides, etc., are secured from the county department of visual education, the state university, the city, library, and from commercial sources.

Industrial films have not been used. Principals report a need among educational films for a wider range of California subjects. Slides are used to supplement history and geography lessons; pictures are used extensively, in some schools a set weekly.

Among the difficulties enumerated by Pasadena principals are the following: (1) The average teacher and pupil cannot operate a moving picture machine. This involves calling in an operator, which is often impracticable. On the other hand, anyone can operate a lantern slide lantern. (2) The speed of the film interferes with class work. (3) "Cannot get suitable films. Slides will be the better, for several years to come." (4) Lack of real educational films, and inconvenience of showing film.

#### The High School

Mr. H. T. Clifton, registrar of the Pasadena High School, has prepared for the Sierra Educational News an excellent statement, which is, in part, as follows:

There has been an increasing demand by most of the departments for slides and motion pictures in connection with school work. Last year we ran 200 reels of film material. In certain departments many slides are used.

Our Biology Department has many slides. Other departments obtain them from the County Bureau, University Extension, industrial firms, or borrow from private sources.

We have asked for the past two years a budget allowance for trying out the use of slides and films, with the idea of estimating by actual use the amount which should be made available for this purpose. Rental and transportation for certain department use has been made from department funds. In other cases it has been handled on regular requisition, in amounts possibly fifty dollars during the past year.

#### Abundant Materials

We use all types of visual aids. As soon as projection equipment is available in the lecture room, recently released for projection and lecture purposes, the demand will probably be as

great as our facilities can handle. We have used many biology films such as: "How Life Begins," "Life of Pond and Shore," "Malaria and Its Spread by the Mosquito," and similar films; in physical science, "Fire and Combustion," "Beyond the Microscope," "King of the Rails," "The Automatic Telephone," etc.; in commerce, "Type-setting Machines," "Shorthand and Its History;" in home economics, "Table Silverware;" manual arts, "The Automobile," etc. These are obtained either through regular distribution exchanges or through the bureaus noted above. There is now available a Yale series of history films covering, in a hundred reels, the history of America. In the past considerable use has been made of industrial films.

#### Projection Apparatus

**S**TANDARD machines like the Simplex and Powers projectors are, we believe, the only satisfactory equipment for projection to any considerable group. This means a fixed machine in a fire-proof booth with a good fixed screen. For projection up to eighty feet Mazda lamps for connection to alternating current will be the most satisfactory to use. Beyond that distance and for larger pictures than 9x12 foot, arc equipment with suitable direct current supply equipment is the only thing satisfactory. We must not forget that we, in school, are indirectly competing with those who are familiar with good projection, and who lose interest in a presentation carelessly and poorly done. The cost of standard projector is about eight hundred dollars. Additional equipment is uncertain as to cost depending upon individual location where the installation is to be made. A good screen can be figured at \$1.50 a square foot. Portable machines are limited to the use on non-inflammable film, if used without a fire-proof booth. The portable machine is cut off from the vast library of inflammable film which has been produced. They are usable only for small groups with a relatively small-sized picture and should be operated only under the direction of a teacher who is familiar with their handling. The operation of any motion picture machine requires technical skill and knowledge. Otherwise we invite danger and a chance for damage to costly film material.

#### The Outlook

The outlook for wider use is very good if the school authorities will encourage by actual use, those who are financing production of good educational material. The main difficulties have been financial ones. Schools have not been ready to try out the material produced as an educational project to determine in what ways and how far it was usable, nor have they been ready to pay what seemed to be considerable

costs for such as could be rented. As soon as a school system is ready to systematically provide for a survey of film material which can be obtained, furnish the funds for handling transportation and rental where rental charges are made, and study the methods of presentation and study the results upon the children, much valuable aid can be given our teaching in many lines. Most of the departments in Pasadena High School are anxious to use material now available to a reasonable extent. Many churches in Pasadena are already trying out the use of films, and there is an opportunity for co-operation in determining what has proved to be usable.

#### VISUAL EDUCATION IN CINCINNATI

ALL the schools, both elementary and high, use slides and motion pictures; 31 elementary schools are equipped with the portable Pathescope. Ten elementary schools have the large standard machine, enclosed in fire-proof booth. In addition, practically all the schools, both elementary and high, are equipped with projectors which show slides. The elementary schools have a regular school program. This means that there is one period per week which is devoted exclusively to a program which is arranged weeks in advance. We have been able to operate this to better advantage in schools using the portable machine, which shows the narrow-width, non-inflammable film. This is due to the fact that we have in Cincinnati a Romell Motion Picture Company, which specializes in the narrow-width film, and so it is easier to obtain good films for the small machine than it is for the larger machine.

We secure our material from,—Romell Motion Picture Company, Cincinnati; Ford Company, Cincinnati Public Library; Keystone View Company, Meadville, Pennsylvania. Annual visual funds, \$2,500.00.

We have found industrial films far too complicated to be of any great use in our school work. For the most part they consist of intricate machinery and processes not understood by adults, much less by the children who see them. We have almost entirely discontinued the use of industrial films. There is a great dearth of good juvenile films. So far as I know motion pictures have not been used at all in our public library.

#### Portables vs. Standards

Principals having the small portable machine are quite certain that it is best adapted for educational work, on the other hand the principals who have the standard machine are equally certain that they are better equipped and show better films than are available in the narrow width.

It is difficult to get pictures that are true to fact and supplement the work taught in the schools. When such films are available it is difficult to obtain them at the time when they are really needed. I believe that the one way in which motion pictures can be adequately used in the schools will be accomplished in the following manner: First, when the N.E.A. appropriates a large sum of money for the making of films under the direction of expert school men; second, when boards of education through-

out the country purchase outright these films and put them in a central office under the direction of visual education with competent assistants for repair and distribution.

L. P. STEWART,

Acting Assistant Superintendent of Schools.

#### VISUAL EDUCATION IN BERKELEY

BERKELEY maintains a fully organized visual education department and distributing center. By special delivery service pictures, exhibits, charts, models, stereographs, slides and films are sent to classes as they are needed. All the visual materials are owned by the school system, except films, which are rented from the extension division of the university. Each teacher calls for film as needed. Stereographs and slides are used much more than films. The annual budget for visual education for the past three years has been \$5000—\$6000. Little use has been made of industrial films. The General Electric and Corticelli silk films, however, have been used to good advantage. A lack of educational films is noted in history and literature. Motion pictures are not used by the public library.

Large Simplex and Powers, in booths, are used in some auditoriums. Otherwise the portable Acme and DeVry are used for regular classroom work. The outlook for visual education is splendid. I feel we will have short reels of 200 or 500 feet that will meet real needs of classroom teachers. We are now training teachers how to use film pedagogically. When interest and needs are universal, the materials will be produced for schools as text books are produced.

#### Train Teachers

Need better apparatus, (safety devices) safety films; train teachers to educate administrators to realize the real need of visual instruction in our schools in order to bring more interest, economy and greater efficiency to our classroom teaching. We have become bookish, dealing with dry, uninteresting abstract facts. We need more life and concreteness to meet the needs of the various types of minds with whom we must deal in the public schools, where we are endeavoring to educate the masses.

Organize associations of teachers and administrators to experiment and study needs. Train teachers and administrators through summer session courses and institute programs.

#### Ban Circuiting

Discourage the "circuiting" of films about schools in city systems where children are gathered in auditoriums and entertained with films which meet no real educational need of specific groups. This is the common practice in nearly all large cities and a great handicap to visual instruction. I would far rather put money in good colored slides and stereographs which can be used by individual classes to solve problems and enrich definite subject matter.

Our greatest need is to get together for definite work and co-operation. We need trained teachers.

ANNA V. DORRIS,

Director of Visual Instruction State Teachers' College of San Francisco and Berkeley Public Schools.



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# EDUCATIONAL LITERATURE

## REVIEW OF HIGH SCHOOL LITERATURE

VAUGHAN MacCAUGHEY

*In response to a general demand, for many years the special summer number of The Sierra Educational News has featured reviews of books and literature of special interest to high school people. Limitations of space forbid exhaustive treatment, but a selection has been made of representative themes and texts.*

### WHAT BECOMES OF HIGH SCHOOL PRINCIPALS?

*A paper by Thomas H. Briggs, professor of education, Teachers College, Columbia University, in Teacher College Record, Vol. 26, No. 10, 1925, pp. 846-855. Digest by Vaughan MacCaughey.*

PROFESSOR Briggs and a group of his associates wrote confidentially to 35 men who had left high school principalships to enter business. Their replies, with other supplementary data and materials, were carefully evaluated and analyzed. The following are some of the major findings:

1. When once a man becomes principal of a high school large enough to demand all or even most of his time with official duties, the chances are very great that he will remain for the rest of his working days in some type of educational work.
2. There is a far smaller number, than is generally supposed, of high school principals who abandon educational work for other vocations.
3. Those who leave educational work are about at the average of all principals in preparation, experience, and salary. They are probably above the average in their relations with the community, as shown by membership in clubs. The majority of those who abandoned educational work are able to secure larger salaries in business than they had received as principals. Of the several reasons given for leaving the high school principalship, **inadequate salary is the most frequent.** The primary reason given by superintendents for the retirement of these principals is a failure in the principal's relations with other members of the community.

The median age is 35; all but six are mar-

ried; all but five of those married have children. They average  $2\frac{1}{3}$  children each, far below the desirable average of 4.

These men have accumulated by experience, as well as by professional training, a degree of effectiveness that should be retained, further increased, and utilized in public service. **This is one of the tragedies of education**—that accumulated capital is thus permitted, sometimes forced to leave education, and work in other fields.

### Lost Assets

The average amount of education beyond high school is 5.13 years; 2 have less than 4 years; 9 have 6 years or more. Fourteen, in graduate work, had majored in education. This is further evidence that, by the transfer of these men to other business, **education lost valuable assets.** Those abandoning high school principalships, says Briggs, are distinctly superior in academic and professional preparation.

The median of experience in education, for this group of retiring schoolmen, was 12 years; half of them had been in the work from 7 to 17 years. It is surprising to find that one-third of these retiring high school principals had never, in their educational experience, taught in high school.

Upon going into business these men receive substantial increases over their former salaries as schoolmen. They are adjudged to be worth more money in other business than in education. In most cases they had proved themselves sufficiently successful as high school principals to win substantial increases in salary in the last position they had held.

The average annual savings, including insurance, during the last three years of their

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schoolwork, ranged from \$200 to \$2000, the median being \$500. The per cent of income saved is considerably above that given in budgets as ideal.

#### Personal Relations

The one reason standing out above all others in the opinions of the superintendents, as to why the principal had retired, was poor personal relations with other members of the community—the public, members of the board, superior officers, teachers, and pupils. This emphasis on personality—tact, courtesy, respect, sociability, or friendliness—is far greater than that on any other phase of the principal's work. These two facts suggest the lamentable conclusion that "personality" is still the greatest factor of success in educational administration. Superintendents themselves do not estimate as highly as we should expect professional expertness of principals serving under them. This is borne out by the demands made on employment bureaus for men who can "get along" with other people. Because of the multiple and complex contacts that principals have with other people, this ability is doubtless of prime necessity. Young men and women who do not have it would better direct their ambitions to other types of work.

WHAT did these thirty-five men become when they left principalships? Eleven became agents for life insurance, one an agent for real estate, five became salesmen for school books or supplies, three became merchants, two lawyers, and the others took charge of church work with boys, recreational clubs, a building and loan association, and a ranch, sold publicity or investment bonds, edited a newspaper, assisted the director of a geological survey, etc. One became a manufacturer. Certainly it cannot be hazarded that those who have been high school principals are unfit for anything else.

A California study along similar lines should be of interest and value.

#### THE CONSERVATION OF INTELLIGENCE IN ILLINOIS HIGH SCHOOLS

THROUGH the co-operation of a large number of Illinois high school principals and teachers, Dr. C. W. Odell, of the State Bureau of Educational Research, is able to present the results of a comprehensive inquiry relating to the intelligence, educational plans, and vocational intentions of high school seniors. This information, supplemented by the results of

similar investigations in other states, he has used in studying certain questions relating to the conservation of human talent.

Odell states emphatically that "strong pressure should be brought to bear to convince all those concerned, that every high school senior who can profit by further educational training should receive it." He points out that (1) there are many seniors with low intelligence quotients who plan to secure college training. (2) There are also many seniors of high intelligence who do not expect to secure the training most profitable to them. (3) The proportions of seniors intending to take training of various sorts do not agree with the probable future needs of trained workmen.

#### Limitations of the Study

The limitations of the study are clearly recognized by Dr. Odell. He shows that the amount of human wastage cannot be accurately determined, and that success in college and in a vocation cannot be predicted reliably. However, the correlation between college success as measured by the marks given, and the results of intelligence tests, appear to be higher than that between such success and any other single item of information that is available. As to the vocational choices of high school seniors, it appears from Odell's studies, that from 25 to 50 per cent of high school seniors will have to change their vocational plans, if the number of workers in the different occupations is to be brought into agreement with the actual needs of society. The "needs of society," of course is a very debatable phrase—there seems to be copious parasitism and abundant satisfying of fictitious needs.

A rather large fraction of those who plan to enter occupations that require a high degree of intelligence, made such low intelligence scores as to indicate that they will not succeed in their chosen vocations. Conversely, a fairly large fraction of those entering the occupations that require only a low degree of intelligence, possess a high degree thereof and will not find opportunity for its maximum use in the vocations selected.

Odell's monograph is published as Bulletin No. 22, Bureau of Educational Research, University of Illinois, 55 p. paper covers. 1925. 30 cents.

We recommend the Illinois bulletins to all California secondary school workers who are interested in research.

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## THE HIGH SCHOOL EDUCATION OF THE FARM POPULATION

**A** DIRECT relationship exists between,— (a) rural high school attendance, and (b) the manner of distribution of the farm population, as indicated by the size of farm. Very small or very large farms militate against high school attendance. The very small farm is likely to signify penury and hand labor. These factors make for child exploitation and against secondary education. The large farms introduce the physical factor of remoteness and difficult distances from school.

### Farm Ownership

A decidedly positive connection exists between farm ownership and high school attendance. In view of the alarming and deplorable spread of tenancy, this connection should seriously concern all school people and statesmen who are responsible for rural education. States with the greatest amount of farm tenancy have the smallest numbers of rural young people in high school.

### Boys vs. Girls

Farm boys are reached by the rural high school to a small degree, as compared with farm girls. The farm boy is economically useful at home. His labor is worth something. Farmers usually do not think of high school training as a prerequisite for success in farming or other rural activities. The labor of the girls is not so valuable. Girls are planning to earn a livelihood by teaching, clerking, stenography, etc. They must get their training in school. Therefore the farm girl, much more than the farm boy, goes to high school, while her brother helps in the fields. The differences between the extent to which the sexes are reached, are greater than the difference between the extent to which the farm and non-farm groups are reached.

### Enrollment and Persistence as Related To Quality

There is abundant justification for the conclusion that the quality of high school education offered affects directly both the success of the schools in enrolling farm children, and in holding them in school. South Carolina has a survival percentage (4th year) of only 31.9 per cent; Maine, with much better rural high schools, has a survival rate (4th year) of 50 per cent.

These are some of the findings of E. E. Windes, associate specialist in rural education, U. S. Bureau of Education, and published in its bulletin 1925, No. 6.

## A NOTEWORTHY SYMPOSIUM.

**T**HE proceedings of educational meetings are sometimes rather stodgy reading—heavy with polysyllables and dank with pedagogese. A shining instance to the contrary among many that might be cited, is the University of Illinois bulletin, (vol. 22, no. 17), containing the proceedings of the annual high school conference, and issued from the High School Visitor's office. Its 273 pages are packed with crisp and up-to-date materials, of interest to every high school worker.

Without attempting a thorough-going review of this pregnant volume, the reviewer may indicate some of the attractive items on the menu—well served and appetizing.

The personal management of high school pupils.—Reavis.

How to make instruction personal.—Lawrence

Our remote ancestors—the fishes.—Ambrose.

Teaching the Aeneid as literature.—Prescott.

Rhythmic typewriting.—Admire.

Creating literature in high school.—John.

The American Indian in geography.—Haas.

What a small high school can do in music.

—Gaines.

Natural dancing for high school girls.—Waterman.

Community institutions in teaching civics.—Pratt.

Philanthropic sewing in high school.—Boyn-ton.

As a single illustration of the type of unexpectedly fine and charming material, with which this plainly-dressed and official-looking volume abounds, we may present an excerpt from the altogether delightful address of Millie John, Rockford, Indiana, on "Creative Literature in the High School":

"A few days ago there came to me a sonnet written by a secondary school pupil—a little Indian girl. Because it expresses so well the spirit of this subject of creative literature, I have brought it to you.

**I** OWN 'twas so. She said I dreamed in class,  
Who would not dream? 'Twas some chance  
word she said;

I have forgotten what; the color red  
Perhaps, or just a prism through the glass.  
Enough to free my soul and let it pass  
From these four walls. Stripped of the dead  
Dull commonplace, singing through space it sped  
Above cold seas of azure and topaz,  
To lands whose ships lay gleaming in the sun  
Laden to sail for ports of mystery;  
Past gardens fair, where Dido waits for one  
Who does not come, and Pan laughs secretly.  
Poor, cheated class that heard but chemistry,  
And missed the evening bells of Arcady!

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**The Classics in England, France and Germany.** Part 3 of the Classical Investigation, conducted by the Advisory Committee of the American Classical League. 203 p.; paper covers. Princeton University Press. 1925.

**D**R. I. L. Kandel of Teachers College, Columbia University, has prepared this volume. It reviews the situation for the last 30 years or more, including the changes which have occurred since the World War. Professor Andrew F. West, president of the League, (in order to supplement Dr. Kandel's studies by special observation of recent conditions), visited England and France in 1922. West reports that the conclusions of the officers and scholars, (who were influential in proposing and formulating the modifications since the War), corroborate Kandel's findings, and "especially the judgment that our classical teaching must be made and kept thoroughly humanistic in spirit, and not mechanical, if it is to exert its best influence."

Kandel's monograph abounds in interesting and provocative materials, suggestive to all school folk, as well as to the group primarily interested in the classics. He digs down to the basic philosophies of education, which the varying formulae of Life itself. Before one can answer the query—"what kind of education?" one must come to an understanding with this other one—"what is Life for?" Kandel points out, for example, quoting Mackail that the whole theory underlying English secondary schooling is that education "is not so much to prepare children for their occupations as to prepare them *against* their occupations. It must develop in them the powers and interests that will make them in later years the masters and not the slaves of their work." He shows that the narrow conception of a practical education is in danger of sterilizing education, of failing to bring up citizens, and of turning out low-grade machines for doing low-grade work.

In Germany the outbreak of the horrible World War only served to intensify the nationalistic agitation against the study of ancient and even foreign languages and culture. This ultra-nationalistic group denied the assimilability of the classical spirit with the German. They created a German *gymnasium* emphasizing a knowledge of the German people and founded on the idea of German nationalism. The classical group has vigorously responded, however, to the challenge, and compromises have been effected. The secondary school system will be more flexible and more accessible than before the War, and with more opportunity to transfer from one course to another.

The chapter upon France and the profound transition in French School, as a result of the War, is of keen interest. The period 1902 to 1923 is portrayed in a careful, well-documented manner, and all sides of the educational controversies are presented. The monograph is scholarly and judicial.

• • •

**Exercises in Bookkeeping and Business Problems.** Part II. By Harold E. Cowan and Harold W. Loker. A pad of 156 p. Ginn & Co. 1925. 56 cents.

**A Text Book of General Botany.** By William H. Brown. 484 p.; il. Ginn and Company. 1925. \$2.96.

**D**R. BROWN is director of the Bureau of Science of Manila and professor of botany, University of the Philippines. This text book is novel and piquant in its abundant use of tropical and sub-tropical materials. He stresses botanical themes from the world viewpoint; his book is general rather than provincial. The illustrations are abundant and of high quality. The reviewer may cite for example, the pictures on pages 291 and 293. Of particular interest is Chapter 14 on plant geography. Brown's text book should come into wide usage not only in warm regions but also in temperate zone schools that desire to give their students a world-wide viewpoint.

In any school, it is well that botany, indeed all natural history subjects, be studied from two viewpoints. One,—local, to give an intimate and sympathetic knowledge of the rich nature-world around us. Second,—world-wide and cosmic, to show the common law and unity that pervades the universe. The shellfish clinging to the rocks of Madagascar wrestles with the same life problems as does the slum child in the back alley of one of our smug American cities. Dr. Brown has revealed the plant world as a unity.

• • •

**Century Types of English Literature.** Chronologically arranged. Edited by George William McClelland and Albert C. Baugh. 1168 p. The Century Company. 1925. \$4.00.

**T**WO professors of English literature at the University of Pennsylvania have prepared this anthology for the use of college survey courses. It has two distinctive features,—(1) the selections are assembled according to types without interference with the chronological sequence; (2) the selections, with very few exceptions, are complete in themselves. In the case of long writings, as the "Faerie Queene" or "Paradise Lost," as many complete cantos or books are given as the student in a general course ordinarily would be asked to read. No play of Shakespeare's is included because of the general accessibility of texts everywhere.

The authors wisely have reproduced a limited number of complete texts, rather than great masses of fragments. They have gone on the principle that literature is to be enjoyed (even in college!) before it is taught. They propose to give the student not only good literature, but literature of a kind that his age and knowledge of life will enable him to understand. A special feature is the effort to do justice to that fine body of literature produced by contemporary writers, and a thoroughly representative group is assembled.

The editors believe that a novel should be read as a whole; therefore, no selections from novels are included. They recommend, however, one or more of the following types,—the epic in prose, Tom Jones, by Fielding; the historical romance, Kenilworth, by Scott; the humanitarian novel, David Copperfield, by Dickens; the novel of social satire, Vanity Fair, by Thackeray; the psychological novel, The Mill on the Floss, by Eliot; and the novel of local

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color, Far From the Madding Crowd, by Hardy.

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**Biology and Human Life.** By Benjamin G. Gruenberg. 620 p., il. Ginn & Co. 1925. \$1.72.

SANE and skilled teachers, like Gruenberg, who write biological texts, are philanthropists to humanity. Until a general, accurate, working knowledge of the great facts and principles of biology, becomes universal, man will remain in slavery. Even highly sophisticated metropolitans, if they are ignorant of biology, are shackled and illiterate. The laws of life are as sure and as inexorable as those of astronomy or geophysics. Gruenberg's excellent high school text embodies the best findings of modern education and biology. It is rich in human interest. The reviewer "points with pride" to chapter 51, "People for the Earth," which deals with heredity.

**Progressive Composition.** By Frances M. Perry. 358 p. World Book Company. 1925. \$1.44.

THE young people of this generation write better English than have the young people of any preceding generation. High School pupils today, talk better sense, and talk it more fluently and convincingly, than any previous high school pupils. Elementary school children of 1925 write more and better poetry than ever did children write before.

This is not opinion or sentimental bid for applause, but sober scientific fact. Careful studies have substantiated these claims for the young people and the schools of today.

There is a reason for this; indeed, two reasons. First, modern teachers are well-trained in English literature and composition. Second, they have good tools, good text-books. The modern teacher of composition has an unsurpassed tool-kit, an incomparable mechanical equipment. The texts are of superior quality. Such a book is Perry's "Progressive Composition."

Part One of this high school text concerns observation and report of facts: Part Two deals with reflection and discussion of facts and ideas. A unified course in the first two years in English is provided by Miss Perry, who is professor of composition and rhetoric at the

University of Arizona and visiting professor of English in Wellesley College.

Two important aspects of the text are,—(1) its well-planned organization and (2) its definiteness of assignments, which plainly specify what is required of students. It is original in treatment, and is free from the many obsolete formalisms that sometimes mar books of this character.

"Progressive Composition" gives practice in collecting and organizing material, in thoughtful consideration of the facts or ideas assembled, and in both oral and written expression of the material to be presented. The final sections of the book, treating of school journalism, are typical of the good craftsmanship and high ideals that permeate the volume.

**The Mechanics of Composition.** By Harry Seidel Canby and John Baker Opdycke. Illustrated by the Petershams. 596 p. The Macmillan Company. 1925.

THIS is Book One of the Good English series. The merit of the text is worthily complemented by excellence of binding, paper, typography, full-page color plates, and text illustrations.

Instead of following the usual conventions and phraseology, the authors have struck off into new paths. Chapter one explains how to be interesting; Chapter two, how to be clear; Chapter three, how to be convincing; Chapter four, how to be thorough. These succinct and highly motivated chapters together with an introduction on speaking and writing, comprise Part One. Part Two, of three chapters, covers grammar, punctuation, and spelling. Although the basic theory of composition has had no appreciable change since Victorian days, the practice of teaching English has changed with rapidity. This is sufficient reason, according to the authors, for venturing another book in the field of elementary instruction.

**Objective Studies in Map Location.** By Harold Rugg and John Hockett, with the assistance of Emma Schweppe. The Lincoln School of Teachers College. Social Science Monographs No. 1. 132 p.; paper covers. Published by Lincoln School. 1925.

NOT infrequently, in perusing an ostensibly technical and restricted monograph, the slightly weary eyes of the reader are gladdened by the sight of wide and splendid oases. The miner finds, amid thick strata of obdurate rock, a shining ledge of gold. The mariner, sailing across a monotonous sea, sights a rich and fruity island.

Rugg and Hockett have given us, in an apparently minor study, as fine, wholesome and clear-sighted a treatise on the philosophy of education, as any student or teacher could wish. The chapters on,—the inadequacy of an encyclopedia curriculum; curriculum-making and the critical study of society; the problem of determining the essential map locations; what knowledge is most worth?; the psychology of practice in the social studies,—are gems of educational writing.

The authors show that the great goals of education are matters of human thought and feeling, not merely of analysis of social ac-

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tivity. The essential skills and much of the factual knowledge of the curriculum can be discovered by analyses of what people do. The more fundamental insights, problems and principles, however, will be found only by a study of expert thought and feeling.

Such focal matters as the fundamental problems of contemporary life, the chief characteristics of American culture, and basic causal relationships, are only discoverable by a study of what the frontier thinkers think that people should be able to do.

The working minimal essential curriculum of skills and facts can be constructed solely by reference to human activities. This minimum comprises, however, only one-fourth of the course of study. At least three-quarters of the energy of the school should be given to the more important matters of developing fundamental guiding insights, attitudes and appreciations.

The volume concludes with a detailed report of the map location researches. Rank-order lists are given, with tables and categories of the more important geographical names that should be at the command of every intelligent person. The technical study by Rugg and Hockett is good, but their philosophical introduction is superb.

\* \* \*

**Plays and Pageants.** The Woman's Press. Publication department, National Board of the Young Women's Christian Association, 600 Lexington Avenue, New York City.

**B**ECAUSE they are far above and different from the ordinary "run" of plays for young people, these productions of the Woman's Press have been widely popular. "The King of Sherwood," by Ivy Bolton, is a stirring tale of Robin Hood and his motley company. "The Legend of the Laurel," by Evelyn B. Brownell, is permeated with the finest idealism of old Greece. Across its sunny stage pass Apollo, Pan, Cupid, Daphne, and Delian folk.

"The Brown Bull of Norway," by Margaret Lynch Conger, is a quaint medieval legend, in which figure the royalty of Jutland and Norway, a henwife and her daughter, and the brown bull, Prince Eric.

"The Festival of Proserpina," also by Margaret Lynch Conger, weaves a tale of ancient Roman festivalry, with fated Proserpina. The characters include bees, butterflies, fireflies, other insects, and toads,—all to the delight of young folks.

"Spring, or the Queen of Youth," is a beautiful pageant by Edith Rolder Jacobs. It was first produced at Parsons College, Fairfield, Iowa, at Commencement time, by the women's physical education department. It embodies the following college traditions: The crowning of the queen, who had been previously chosen by the men of the school; a may-pole dance by the juniors; and the senior girls as the attendants of the queen. Music and speaking parts were impracticable, so dance, pantomime and the printed program were relied upon.

"Spring" requires from 100 to 200 girls, of high school, normal, or college ages. No boys or men are needed, and it is so arranged that

the physical director may put it on with little or no outside assistance.

All the above mentioned plays are published on standard letter-size multigraph sheets, with light green jacket, and are listed at 50 cents each.

The reviewer was particularly impressed with the high literary merit of "The Legend of the Laurel." This pageant depicts a typical Grecian festival, through the presentation of two myths which supremely exemplify the true spirit and heart of ancient Greece. On the peaceful island of Delos stately priestesses build an altar fire and await a musical contest between two deities—Apollo, brilliant sun god and patron of music, and Pan, god of the woods and streams. Apollo wins. He becomes enamored of the beautiful dew nymph, Daphne, but does not win her. She becomes the laurel tree, unvanquished by the sun. The drama gives evidence of conscientious preparation, and abounds in charming scenes.

\* \* \*

**Calculus of Variations.** By Gilbert Ames Bliss. 189 p.; ill. Published for the Mathematical Association of America by the Open Court Publishing Company, Chicago. 1925.

**P**ROFESSOR Bliss of the Department of Mathematics, University of Chicago, has prepared this technical monograph upon the Calculus of Variations. The theory is one whose development from the beginning has been interlarded with that of the differential and integral calculus. This book is the first of a series of monographs on mathematical subjects which are published under the auspices of the Mathematical Association of America. The publication has been made possible through a generous gift to the Association by Mrs. Mary Hegeler Carus as trustee for the Edward C. Hegeler Trust Fund.

The purpose of the monographs is to make the essential features of various mathematical theories accessible and attractive to as many persons as possible who have an interest in mathematics, but who may not be specialists in the particular theory presented. This purpose Mrs. Carus has appropriately described to be "the diffusion of mathematical and formal thought as contributory to exact knowledge and clear thinking, not only for mathematicians and teachers of mathematics but also for other scientists and the public at large."

\* \* \*

**Automotive Electricity Simplified.** By George A. Willoughby. 128 p.; ill. Manual Arts Press. 1925. \$1.40.

**T**HIS is a text book and shop manual. It sets forth in simple language the principles of electricity that are of special value to the student of automobile repair and upkeep. In addition to presenting in as clear a manner as possible the fundamentals involved in automotive electrical systems, it also gives enough examples of practical application of these fundamentals as to enable the student to get an insight into practically all possible applications.

The book may be used as a text in either grammar grades or high school classes for giving students a fundamental training in electricity

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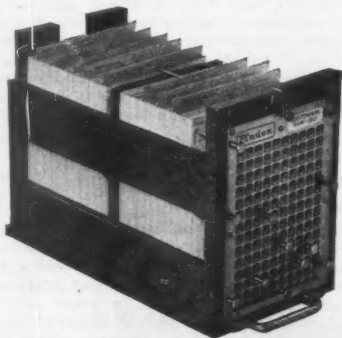
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One of the most valuable features of the book is the series of about twenty-five questions at the end of each chapter. They constitute a real test of what the student knows concerning the ground already covered.

**Constitution of the United States.** With an Introduction to the Study of the Government of Our Country. By Robert A. Maurer and George J. Jones. 132 p. 1925. 60 cents. D. C. Heath & Company.

Mr. Maurer is professor of law in a law school in Washington, D. C., Mr. Jones is head of department of history in a high school in that city. They have provided a manual tracing the development of self-government, as well as an analysis of the Constitution. Among the topics treated in the first sections of the book are: Town government in New England; county government in the South; colonial government; steps toward union; the Declaration of Independence; the Articles of Confederation; the constitutional convention, 1787; ratification of the Constitution; fundamentals of the Constitution. The last third of the book presents the Constitution with all of the amendments, with a careful synopsis and detailed questions for study. Our government was established by revolutionists, of which word we are so timid today.

**Electronomy.** A text-book on physics for high schools and colleges, and a book for the general reader. By T. B. Edgington. 159 p.; ill. The Stratford Co. 1924.

The gospel of the electron, according to Edgington, is a discovery of the causes of physical phenomena. He has prepared a brief, popularized, and readable account of the recent discoveries in the physical sciences that are giving to mankind a new heaven and a new earth. The New Jerusalem is seen in the chemist's retort.

**The Teaching of Elementary Algebra.** By Paul Ligda. 256 p.; ill. Houghton Mifflin Company. Price \$1.50.

Mr. Ligda is instructor in mathematics in the McClymonds High School, Oakland, California. His excellent text is introduced by Dr. John Wesley Young, professor of mathematics, Dartmouth College. Elementary algebra has probably caused more trouble than all the other high school subjects combined. It is immediately responsible for the tragically high percentage of freshman mortality. It devastates like a machine gun. The fortunate few who remain unslaughtered seem unable to make much use of their training. Ligda has discussed the tasks and methods of algebra in a way that will be most helpful to every teacher. He has built a clear and powerful search-light over a stormy sea.

**Funds and Friends.** By Tolman Lee. 133 p. The Woman's Press. New York City. 1925 \$1.50. A book for people who raise money for social work.



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**Educating for Freedom.** By Edward O. Sisson. 225 p. Merrill Co. 1925.

This is a new member of the Modern Teaching Series, edited by Wm. C. Bagley. Dr. Sisson, who is widely known throughout the West, is professor of philosophy at Reed College, Portland, Oregon. During the past year or two he has been visiting professor in the School of Education, University of California. He presents a strong, orderly, and most progressive statement in response to the query, "How shall we educate for freedom?" He has dedicated the text to "those who desire, with Lincoln, that all men everywhere should be free and who believe with Jesus that the truth shall make men free." An appendix carries well-chosen reading lists and problems for further study. Of special note is chapter eight on "educating for world order."

**Elements of French.** By Jacob Greenberg. 279 p.; il. Charles E. Merrill Co. 1925.

Mr. Greenberg is a director of foreign languages in the junior-senior high schools, New York City, and instructor in methods of teaching romance languages in the School of Education, College of the City of New York. His text is suitable for beginners' classes in high schools and presents the essential facts of grammar and vocabulary in a simple and systematic manner.

**The Story of the English, New Edition.** By Helen A. Guerner. Adapted for use in the sixth grade. 354 p.; il. American Book Company. 1925. 80 cents.

England in the making is the historical picture pageant which Miss Guerner has conjured for the entertaining instruction of her youthful readers. The prominent events and figures known in English history from the happenings of prehistoric times to the modern peace conferences, the founding of the Irish Free State, and even the recent visit of the Prince of Wales to America, pass in rapid succession through the living pages of her book. Miss Guerner's simple, direct manner of presentation makes the story fascinating from beginning to end, and at the same time shows the background of the English people and their close relationship to our own country.

**Junior High School Mathematics. Book II.** Revised Edition. By Wentworth, Smith, and Brown. 282 p.; il. Ginn & Company. 1925. \$1.00.

Vocational arithmetic, concrete and intuitive geometry are emphasized in Book I of this three-book series. Algebra and arithmetic are the subject of Book II, and algebra (including the trigonometry now a part of first-year algebra), is emphasized in Book III. The revisions are in the direction of greater simplicity, more practical applications, increased use of test material, and better typography.

Transitory, declare the authors, is any remodeling of the elementary curriculum that sacrifices a thorough training in arithmetic. Any anaemic course in mathematics leaves the student too languid intellectually to pursue the subject further with success, is foredoomed to failure. This series of texts presents a well-or-

ganized and authoritative foundation for the more advanced work which naturally follows. They open the door to mathematics, and give that preliminary and general view which it is the right and privilege of every student to have and which it is the duty of every school to present.

**Manual Arts. Educational and Vocational.** By S. C. Roberts. 277 p.; il. Richard G. Badger. 1925. \$2.50.

This practical guide to manual training comes from the head of the manual training department, State College of Washington. It carries a brilliant introduction by Enoch A. Bryan, formerly Idaho Commissioner of Education. Roberts gives material, (with 184 drawings and cuts), for a three-year course, and ranging from slatted work to period furniture. There are good chapters on cedar chests, glass panels, caned work, rush seating, and wood turning. Helpful features of the handy-book are the blackface paragraph heads and the working drawings.

**Outlines of American Literature.** With readings. By William J. Long. 434 p.; il. Ginn & Co. 1925. \$1.80.

First copyright in 1917, this rich and tasteful guide has been repeatedly reprinted, in response to ever-widening circles of popularity. It is all that a happy and unhurried personally-conducted tour through literary America should be. The readings are abundant and chosen with imagination. The notes and critical work is restrained and to the point. Happy the lad or lass who walks hand in hand with William J. Long, down the fair, honored path of our people's literature.

**Clinical Psychology.** By Louis E. Bisch. 346 p. il. Williams & Wilkins Company. Baltimore. 1925. \$3.00.

This fully-illustrated monograph includes 60 case histories and a bibliography which is a lucid and authoritative treatise upon the "problem" child. The author has already made himself known in his earlier writings "Your Innerself," and "The Conquest of Self." In the wealth of material which Bisch has presented the reviewer may point to Chapter IX on constitutional psychopatho. Bisch has given us a practical guide for the study, diagnosis, treatment, and disposition of the atypical child.

**Detroit Word Recognition Test.** By Eliza F. Oglesby. World Book Co. 1925.

This is the first standardized group-test to be published that is easy enough to test the reading ability of children who have had only a few weeks of instruction. As a test of the reading ability of pupils in the first steps of learning to read, it fills a real need. It is at this time in the child's training that a determination of the best methods of instruction is most important, and to do this effectively an objective measure of accomplishment is necessary. The material comprises an examination form A for primary grades; form B for primary grades; a class record; and an 8-page manual of directions. Miss Oglesby was formerly assistant supervisor of reading in Detroit.

